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**Results from a Pilot Test on Qualitative Research with
Households At Risk of Underreporting Young Children**

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Abstract

There is a well-established literature indicating that young children (under age five) are systematically undercounted in censuses and surveys around the world, and the U.S. decennial Census and American Community Survey (ACS) are no exceptions. This report documents a pilot test of qualitative research on the undercount of young children (UYC) conducted in the summer of 2019. The primary goal of the research is to explore whether and how census and survey forms, question wording, interviewer instructions, and other data collection procedures contribute to the undercount of young children, and whether modifications to these methods could reduce the undercount. Results demonstrated the viability of the cognitive interview and focus group protocols, and also highlighted the challenges involved in identifying at-risk households via conventional recruiting and screening methods.

Keywords: coverage error, undercount, children, census

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FORWARD

This report documents a pilot test of qualitative research on the undercount of young children (UYC) conducted in the summer of 2019. The primary goal of the research is to explore whether and how census and survey forms, question wording, interviewer instructions, and other data collection procedures contribute to the undercount of young children, and whether modifications to these methods could reduce the undercount.

The pilot was designed to feed in to a larger research program with two phases. Phase I, planned to be conducted prior to the 2020 Census, consisted of a local pilot test to test out and refine screening and interview materials, and a main stage in four areas of the country. Phase II was to be conducted shortly after the 2020 Census across additional areas of the country. It was expected that insights from Phase I would be shared with the 2020 Census communications team as they finalized messaging and outreach. Because of recruiting difficulties, the pilot test ran longer than anticipated, and there was not time to conduct the main stage prior to the 2020 Census. Therefore, only the pilot results are in the following report. While the pilot test report is a stand-alone research product, given that it was part of a larger research program that has been stalled due to the pandemic, below is a brief summary of the original plans, the revised plans, and rationale.

For each phase of research (the pilot and Phases I and II), there were three main components:

1. Identifying and recruiting at-risk sample
2. One-on-one cognitive interviews
3. Focus groups

The first of these components was and remains the most challenging. For this research, we are not merely seeking households where young children live; we are seeking households where the person likely to complete the census form would erroneously omit young children who should be included. These are the kinds of households that are likely to help us identify particular features of our data collection procedures that are problematic and to provide some insights into the kinds of modifications that would help capture those otherwise-omitted children.

To identify such households, if recruiting procedures explicitly asked individuals whether any young children live there, those who say “yes” would not be the kind of people likely to omit the children on their census form, and interviewing them is likely a low-yield endeavor. Among those who say “no,” most are likely answering correctly, but some may, in fact, live in a household with young children who should be included on the form but who would be omitted. It is this latter group of people who could yield an informative interview, but how to pull this needle out of the haystack of people who correctly say “no children live here” is elusive.

To address this conundrum, we developed an indirect approach to identifying at-risk households that we used for the pilot and, pending results, planned to use for Phase I. Based on the existing literature we extracted a profile of at-risk households – for example, those with renters, non-relatives, multiple and multi-generational families. Based on that profile, we crafted a screening questionnaire and developed a scoring algorithm to prioritize these at-risk characteristics and identify households that would likely yield a useful interview. We used conventional recruiting

methods (e.g., paid advertisements, social media, community outreach), to alert potential respondents to call in to be screened for the study.

The main stage of Phase I was also designed to explore an alternative method for sample identification involving administrative records (adrecs). The crux of the approach was to create a household roster from an amalgamation of adrecs and compare that to self-reported household rosters to identify households where the adrecs showed some evidence of a young child living in the household who was not listed on the roster. The data source of self-reported rosters for Phase I was intended to be the 2018 end-to-end Census Test in Rhode Island. The idea was to learn about the process of amalgamating the adrecs and matching them to the 2018 census test rosters in order to prepare for Phase II, which would involve linking adrecs to the actual 2020 census in order to identify sample. A second source of sample for Phase II was intended to exploit the Post-Enumeration Survey (PES) – that is, to compare the PES and original census rosters and select households where one or more young children were listed on the PES roster but not on the original census roster.

While the more conventional recruiting method did eventually produce the sample needed for the pilot, recruiting took so long for such low yield (we began planning for community outreach in late 2018 and only completed data collection with our nine recruits in the summer of 2019). Nevertheless, we attempted to begin the main stage of Phase I, in part due to the potential to leverage recruiting assistance from the local partners and outreach staff gearing up for the decennial census.

With regard to the adrec approach, we produced a preliminary file of 175 households from the 2018 Rhode Island test file in spring 2019, but we wanted to refine and update it in order to systematically evaluate the adrec methodology for later use with the 2020 census in Phase II. We continued to see low yield from the conventional recruiting, even with decennial partner staff involved, and ran into staffing shortages for finalizing the Rhode Island adrec file, given that those staff were fully committed to decennial activities.

We then turned to a slightly different version of the adrec sample concept to help recruit for the main stage of Phase I, which involved linking the amalgamation of adrecs to the American Community Survey household roster, given that prior research indicates that the undercount of young children manifests in both the decennial census and in surveys. One advantage to this approach is that it involved staff who were not fully committed to decennial activities. Preliminary work on this sample was carried out through the fall of 2019 and produced a file of 110 households in the DC metro area.

Our revised plan for Phase I was to continue conducting interviews with any recruits generated from conventional recruiting methods, and to explore and refine the ACS adrec approach in the DC area in an iterative fashion. That is, begin with sample that seemed most at-risk, conduct a small number of interviews, evaluate their utility and refine the sample selection protocols as needed. As these preparations were being made, in early January 2020, we conducted two main stage interviews in the DC area using sample from conventional recruiting methods. However, we began to run into “interference” with decennial census.

“Census Day” is April 1, but the first data collection efforts and the communications campaign began in January 2020. There was concern among census staff that the UYC cognitive interviews and focus groups could interfere with decennial census field activities, and we were advised to hold off until August 2020. Then in early spring of 2020, all face-to-face interviewing activities were put on hold due to the COVID-19 pandemic.

While some research projects have now resumed data collection using remote technology (akin to Skype and Zoom), this particular UYC project is not a good candidate for remote interviewing due to the rarity of the sample and its subtleties. For example, in one of our two Phase I interviews the household consisted of a grandmother (the respondent), her adult son and his infant daughter. The respondent listed only herself and her adult son. It only became apparent to the interviewer that there was a baby in the household when the baby, who was sleeping in the next room, woke up and needed attention. This presented the interviewer with the opportunity to probe on the reason for not listing the baby on the household roster (which in this case was “she’s just a baby...can’t vote, doesn’t work...”). Another design element of this research is to interview two adults in the same household and compare their household rosters, on the presumption that not all household members may have the same perception of who really “lives” there. In this same case, the adult son was asked at the beginning of his mother’s interview if he would also be willing to conduct an interview and he refused. However, by the end of the face-to-face interview with his mother, he agreed. While it is possible that both of these scenarios could have presented themselves in a remote interview setting, it seems quite doubtful and there are unknown and unmeasurable benefits to the face-to-face setting for this particular project.

Thus, we remain in a holding pattern regarding for both the original Phase I data collection and Phase II, but we envision no barriers to proceeding with the general plan as discussed in the pilot report once it becomes safe to conduct face-to-face interviews.

1. INTRODUCTION

There is a well-established literature indicating that young children (under age five) are systematically undercounted in censuses and surveys around the world, and the U.S. decennial Census and American Community Survey (ACS) are no exceptions (O’Hare, 2015). In the 2010 Census, for instance, there was a net overcount for the population as a whole of 0.1 percent, but for young children there was a net undercount of 4.6 percent. The magnitude of the problem is exacerbated by related evidence that the undercount varies by demographic characteristics. The 4.6 percent undercount in 2010 was for all children under five; among non-Hispanic whites the undercount was 2.7 percent, while for blacks it was 6.3 percent, and for Hispanics it was 7.5 percent (O’Hare 2018).

While research to date has established the magnitude of the problem and uncovered some aspects of the types of households and individuals most affected, what is not known is *why* respondents fail to include young children on the initial census form. That is, questions of whether and how the census and survey forms, question wording, interviewer instructions, and other procedures contribute to the undercount, and whether modifications to these methods could reduce the undercount, have not yet been fully explored.

One key component and a potential source of measurement error contributing to the undercount is the methodology used to gather the “household roster” – that is, the names of individuals who “live or stay” at the address. One person (known as the “household respondent” or HHR) completes the census on behalf of all household members, and the relationship between the HHR and these other individuals could be an important factor in whether or not they list them on the form. For example, in a large, complex household with several distinct families, not all household members may be closely related to the HHR. Thus, the HHR may list their own children, but not those of a distant relative whose child goes back and forth among other relatives’ houses.

To examine this, we are planning a multi-year research program designed to explore reasons for the undercount of young children using qualitative methods – specifically focus groups and one-on-one cognitive interviews. There are two main phases to the research: Phase I (being conducted prior to the 2020 Census) and Phase II (to be conducted in spring of 2021). In both phases, the same basic qualitative methods are planned. The main difference is in the nature of the sample. In Phase I, the sample will be primarily comprised of individuals recruited via community outreach and screened for eligibility characteristics based on prior research. In Phase II, the sample will be selected based on evidence, from post-Census operations and administrative records, of young children living or staying at the household, but not listed on the original 2020 Census form.

Within Phase I, the first step was a pilot test conducted in early 2019, and this report documents the methods and results. The objectives of the pilot were primarily to develop and test a methodology for recruiting, screening and identifying households likely to be at-risk of undercounting young children, and to evaluate and refine protocols for cognitive interviews and focus groups to be used in the later phases of the study. We were limited to testing only nine cases in the pilot (more than that requires approval by the Office of Management and Budget), but we expected we could achieve our objectives with these nine cases. In the Methods Section below, Section 2.1 provides some background on the literature and how we developed a profile of at-risk households. In Section 2.2, we demonstrate how we adapted that profile into a screener

questionnaire. Section 2.3 describes our various strategies for outreach and recruiting individuals to call in to the Census Bureau to be screened for eligibility. In Section 2.4, we describe the Census 2020 form itself (i.e., the stimuli) that we tested in the pilot, and Section 2.5 and 2.6 explain the protocols for the cognitive interviews and focus group. In Section 3, we provide results on the recruiting strategies and screener and findings from the qualitative interviews themselves (cognitive interviews with five individuals, and one focus group with four individuals). In Section 4 we provide a discussion, and Section 5 covers conclusions and discuss next steps.

2. METHODS

2.1 Developing a Profile of “At Risk” Households

Identifying sample “at risk” of undercounting young children is not a straight-forward process. We are not merely seeking households where young children live; we are seeking households where the person likely to complete the census form would erroneously omit young children who should be included. These are the kinds of households that are likely to help us identify particular features of our data collection procedures that are problematic and to provide some insights into the kind of modifications that would help capture those otherwise-omitted children. To identify such households, if recruiting procedures explicitly asked individuals whether any young children live there, those who say “yes” would not be the kind of people likely to omit the children on their census form, and interviewing them is likely a low-yield endeavor. Among those who say “no,” most are likely answering correctly, but some may, in fact, live in a household with young children who should be included on the form but who would be omitted. It is this latter group of people who could yield an informative interview, but how to pull this needle out of the haystack of people who correctly say “no children live here” is elusive.

To address this conundrum, the first phase of our research was to develop an indirect approach to identifying at-risk households. We interrogated the existing literature to inventory the characteristics of households where young children were found to be erroneously omitted from the original census form. The objective of this exercise was to develop a profile of “at risk” households so that we could then craft a recruiting and screening mechanism for identifying candidates for qualitative interviews.

2.1.1 Demographic Analysis

Since the 1960s a method called “Demographic Analysis” (DA) has been used to assess the completeness of the U.S. population enumerated in the decennial census (O’Hare 2014). The basic approach in DA is to compare population counts from the decennial census to a set of independent population estimates, which are derived from a number of data sources independent of the decennial census, including birth and death statistics from the National Center for Health Statistics (O’Hare 2012). For the most part the independent population estimates are only available at the national level, and the set of demographic characteristics in the data are limited to age, sex, and race. Furthermore, the comparison with the decennial counts only reveals a net difference; some omissions in the census could be counter-balanced by double-reporting (O’Hare 2014).

As noted above, DA analysis of the 2010 census showed a 4.6 net undercount of young children, which is more than twice as high as any other age group. Historical DA analysis on the decennial census from 1940, 1950, 1960 and 1970 also showed a high net undercount for young children (O'Hare 2014). While the DA method can reveal only limited information about the nature of the undercounted children, the persistent and high levels of the net undercount for this age group motivated related research to investigate the characteristics of the children, other household members and households associated with the undercounted young children. To glean more about the characteristics, data from two different types of follow-up operations to the decennial census were exploited: Census Coverage Measurement (CCM) and the Census Followup (CFU), each of which is discussed below.

2.1.2 Census Coverage Measurement (CCM)

The 2010 Census included a followup operation called the “Census Coverage Measurement,” or CCM, for purposes of evaluating coverage in the 2010 Census. First, an area-based sample was selected, and CCM staff listed all housing units in those geographic areas to create the frame for what was called the “P-Sample” or Population sample. Then from August through October 2010 (after the main Census operations were concluded), interviews were conducted with everyone living in P-sample housing units to collect a household roster. These CCM interviews were conducted independent from and in addition to the Census. The household roster from the CCM interview was then compared back to the one collected in the initial Census and “non-matches” were identified – that is, individuals identified in the CCM but not in the original census (Census, 2017b).

Researchers who were focused on the undercount of young children examined the characteristics of these non-matches. Results showed that high non-match rates were found among:

- children who were grandchildren, other relatives (such as a niece, nephew, or cousin), and nonrelatives of the householder
- Black, American Indian and Alaska Native, and Some Other Race young children
- renter-occupied units
- children living in nonrelated households
- children of young householders

Researchers note several limitations to the study, one being that some young children could be missed in both the census and the CCM. This leaves open the possibility that the profile of young children missed by both operations is different than the profile of the non-matched children in the CCM analysis, but the authors also note the value of the individual-level CCM data in helping understand “the types of young children who are more at risk of coverage errors.” (Census, 2017b, page 8).

2.1.3 Coverage Followup (CFU)

The 2010 Census also included the “Coverage Followup” operation or CFU to improve the coverage. In the 2010 Census, forms began arriving in the mail around March 1, and the first question asked how many people were “living or staying” there on April 1. The second question, known as the “undercount question,” asked whether there were any additional people not included

in the initial count, and response options displayed categories of people they may have forgotten or not thought about in the initial count, such as foster children, nonrelatives, and people staying temporarily (Figure 1). Later question on the form asked the respondent to list each person’s name and to provide basic demographics on them (e.g., age, sex, race).

Figure 1. First 2 Questions on 2010 Census form

<p>Q1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?</p> <p>Q2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? [Mark all that apply]</p> <ul style="list-style-type: none"> • Children, such as newborn babies or foster children • Relatives, such as adult children, cousins or in-laws • Nonrelatives, such as roommates or live-in baby sitters • People staying here temporarily • No additional people
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A “yes” answer to any of the response options in the undercount question (Q2) flagged the household as in-scope for CFU. Other situations could also flag a household for CFU, such as a discrepancy between the number provided in Q1 and the number of individuals actually listed on the form, and any “large” household (with seven or more individuals listed on the form). Households were flagged on a rolling basis as forms were being returned and processed; the CFU operation began in mid-April and continued for roughly 4 months (Census, 2012). Households were recontacted by census interviewers via telephone, and they were asked a series of questions designed to determine whether the initial list of household members was incomplete (Census, 2017a, page 1). See Figure 2 for details.

Figure 2. Living Situation Probes from the 2010 Census Followup (CFU) Interview

<p>I’d like to make sure that we are not missing anyone who lived or stayed here at <address> on April 1, 2010? Other than the people we have already mentioned were there:</p> <ul style="list-style-type: none"> • Any newborns or babies? (If yes, “Are there any other newborns or babies?”) • Any foster children? (If yes, “Are there any other foster children?”) • Any nonrelated children? (If yes, “Are there any other nonrelated children?”) • Any other relatives who lived or stayed here? (If yes, “Are there any other relatives?”) • Any nonrelatives, roommates, or boarders? (If yes, “Are there any other roommates or nonrelatives?”) • Anyone else who stayed here often? (If yes, “Are there any other people who stay here often?”) • Anyone else who had no other place to live? (If yes, “Are there any other people who had no other place to live?”)

Source: U.S. Census Bureau (2017a). “Investigating the 2010 Undercount of Young Children – Examining Data Collected during Coverage Followup.”

Based on responses to these probes, related data on duplicates, and complex processing specifications, one end result from the CFU operation was a set of “adds.” According to an assessment report on the 2010 CFU operation, “An added roster member is one who a CFU respondent identified as missing from the [original] household roster during the CFU interview and who was coded as a resident at that housing unit after answering subsequent living situation probes in the CFU interview.” (Census, 2012, page 43). In total, more than 350,000 people were added to the 2010 Census as a result of the CFU operation, and almost 55,000 of them (about 16%) were children under age 5 (Census 2017a).

Researchers then conducted a careful examination of the CFU data, and one specific research question was: “What are the demographic characteristics of the young children that respondents initially omitted from their questionnaires that CFU later added?” (Census 2017, page 7). Results largely corroborated those found in the CCM and indicated higher add rates were found in households where:

- children were living in large or complex households
- children’s relationship to the “householder” (the person who owns or rents the residence) was either:
 - unrelated
 - grandchild
 - related in some way OTHER than being biological, step or adopted children.

The researchers noted several limitations of the analysis. For example: “The characteristics with the highest add rates may represent...true coverage errors, but they may also represent the characteristics of people and households that CFU was most successful at contacting in a second followup interview, i.e., households with available phone numbers and cooperative respondents ...CFU completed interviews for only about 56 percent of all eligible cases...This nonresponse problem limited the effectiveness of the 2010 CFU operation and may bias our results” (Census 2017a, pages 11 and 26). In other words, it is possible that the characteristics identified in this study could, to some extent, be an artefact of the CFU methodology itself. Nonetheless, the analysis contributes to our understanding of the profile of undercounted young children, and results are generally consistent with the CCM findings.

2.1.4 Complex Households

Subsequent analysis used the same CFU data and focused on “complex households,” defined as “Households with persons in relationships other than, or in addition to 1) one married couple with or without their own biological or adopted child; 2) one parent with own biological or adopted child, and 3) one-person households” (U.S. Census Bureau, 2018). In essence, this definition means any living situation that is not fairly simple is complex, and researchers focused their efforts on developing a typology of various types of complex households. They found that “Overall, just three types of complex households accounted for more than half of all CFU young child adds to the 2010 Census:

- households with nonrelatives (26%)
- multigeneration households (21%) and
- family households with other relatives (15%).”

2.1.5 Enhanced Demographic Analysis

In 2018, researchers conducted analysis using a DA approach enhanced with additional data sources, including vital records, international migration data, and domestic migration rates at the state and county levels (King, Ihrke and Jensen, 2018) which enabled analysis at a sub-national level. This enabled a regression analysis to examine a range of variables, such as race/ethnicity, household income, family structure and living arrangements to measure their explanatory power with regard to the undercounted young children. Of a total of 33 potential explanatory variables,

results (O'Hare and Pollard, 2018), showed that living arrangements and household structure were important predictors of the net undercount, and these were the most robust indicators:

- Young children living with nonrelatives
- Large households
- Linguistically isolated
- Child living with grandparent
- Mobility (having moved in past year)
- Percent minority families

2.1.6 2018 End-to-End Census Test in Rhode Island

Finally, we turned to the 2018 End-to-End Census Test carried out in Rhode Island. In that test, a mock Census was conducted, and all household members were enumerated. Later, certain households were flagged for a follow-up interview (called "Coverage Improvement" or CI) based on key criteria (e.g., a disconnect between the number recorded in Q1/PopCount question and the number of individuals listed on the form). In the CI, the household roster gathered during the original census is read back to the respondent, and they are asked if there were any additional people living or staying not yet mentioned. We had the opportunity to listen to recordings of some of these follow-up interviews. We can say nothing about the "representativeness" of this handful of interviews, but results were not as straightforward as we might have assumed. There were, of course, the "usual suspects" of complicated living arrangements suggested by the above research that could lead to a person being missed, or double counted, such as:

- A child was identified in the CI interview but not on the original form. The respondent explained that the child travels sometimes with the mother to visit the mother's parents in another country.
- Parents of a young child are estranged from each other, and the child stays most often with the mother. The father participated in the CI interview and after verifying himself from the original census, he was asked, "Were there any other additional people living or staying there that you did not mention yet...?" He said, "What do you mean 'live' here?" He then explained that he has the child every other weekend but she "doesn't really live here – it's not her permanent address...if I have someone who lives here part time does that count?"
- A grandparent whose grandchild only stays at his home occasionally was concerned about double counting the child.

But, in another case the living situation seemed straightforward and there was no indication why the children were missing from the original form:

- Only one person (the CI respondent) was listed from the original census. During the CI she said right away that her two kids were missing. They are 5 and 8 and she said they don't live or stay anywhere else.

There were three other cases where the CI respondent expressed no doubt or ambiguity about who "lives or stays" there. However, these were larger households, the individuals who were missed were "non-traditional" (a child for whom they have guardianship and a nephew), and it was not clear from the CI interviews whether the CI respondent was the same person who completed the original census:

- The CI respondent confirmed the four people from the original census roster and said "You forgot one person...we have guardianship of a child." There was nothing in the CI interview

to indicate how or why this child was missed in the original census. The respondent said the child does NOT live somewhere else, and they have guardianship.

- The CI respondent confirmed the original census roster and then said someone was missing - his 2-year old nephew. The respondent said explicitly that the nephew does NOT live anywhere else, but there was no indication of why he was left off the original form.
- The respondent said she had listed the youngest child on the Spanish side of the form since she ran out of room on the English side.
- The female CI respondent, when probed by the telephone interviewer, identified several other people living in the household that were originally omitted from the form. When asked, she noted that these were all relatives of her husband.

In one case there was evidence of some kind of misunderstanding about the form or instructions, but not enough detail to build on:

- A couple with a 4-year-old child had been missed on the original census form. During the CI interview, the respondent had no trouble reporting the child and, with regard to the original census, said, "They asked something and so I put his name down but then they asked...I forget...but it made me think I shouldn't so I took it off."

And finally, one case was inexplicable:

- During the CI interview the respondent said, "I put my baby – he's not there?" Nothing in the interview explained how or why the baby was not on the original census; the respondent said she had reported him in the original census.

2.2 Screener Questionnaire

While all of the studies above have their limitations, and did not render a single, definitive description of the at-risk population, a certain general set of characteristics did emerge. We leveraged this to develop a screener questionnaire with key items mapping on to the characteristics found to be associated with a high net undercount of young children. We then assigned a point value to specific answers to these questions in order to produce a total numeric score for any given screened individual. The higher the score, the more at-risk the potential test participant, and the more useful their feedback in the qualitative research sessions.

For practical purposes, this screener was broken up into two parts. At the Census Bureau's Center for Behavioral Science Methods (CBSM), a "Universal Screener" is administered to all potential test participants who respond to recruitment materials. The screener includes questions on typical demographics that most any study would need to identify eligible participants, such as age, race, sex and household income (see Figure 3). The purpose of this Universal Screener is to maintain and grow a database of candidates for future studies, should a test participant not qualify for the study to which they initially responded. We supplemented this screener with additional questions specific to the undercount of young children (UYC) related to the factors identified in the literature noted above (see Figure 4). (See Appendix A for the full set of questions on both screener questionnaires). Finally, we developed a point system where we assigned a numeric value to each response category of each question (see Figure 5). For certain basic demographics associated with a high net undercount (e.g., racial minorities) we assigned one point, and for household characteristics tied to the more robust and consistent findings from the literature (e.g., non-relatives, residents having moved in/out within the past year, foster children, people staying temporarily) we assigned 4 points. We also assigned one point per household member and an

additional point for each child under five in order to give weight to larger households. A simple tally of points rendered an overall score for the test participant. There is no true maximum score because a household receives one point per person and child under five, but without those items, the base maximum score is 36 points.

We acknowledge considerable ambiguity around the selection of these characteristics, and a certain amount of arbitrary judgment regarding the point values assigned. One main purpose of the pilot test was to gauge the value of the items chosen and the point values assigned, adjust as needed for future iterations of the study, and to identify a threshold score that indicates whether a test participant is a good candidate for us to learn from in the qualitative testing.

Figure 3: CBSM Universal Screener Questions

1. What is your name?
2. What is your daytime telephone number?
3. In what city, state, and ZIP code do you currently live?
4. Are you male or female?
5. In what year were you born?
6. Are you of Hispanic, Latino, or Spanish origin?
7. What is your race?
8. What is the highest grade of school you have completed, or the highest degree you have received?
9. Are you working for pay full-time, part-time, or are you not working for pay at this time?
10. How many people age 18 or older currently live in your household, INCLUDING yourself?
11. How many people younger than 18 currently live in your household?
12. Do you speak a language other than English at home?
13. Do you own a cell phone?
14. Do you own a desktop or laptop computer, or both?
15. Do you own a tablet computer such as an iPad, Samsung Galaxy Tab, Google Nexus, or Kindle Fire?
16. Do you have at least one year of Internet experience?
17. How did you hear about this research opportunity?
18. Have you participated in any research studies with the U.S. Census Bureau?
19. Would you be willing to come to our office in Suitland, Maryland, to participate in a research study?
20. What is the e-mail address we should use when sending directions to our office, should you qualify for a study?
21. Is your household's annual income ...
22. Are you a United States citizen? You do not have to be a U.S. citizen to participate in our studies.

Figure 4: Undercount of Young Children (UYC) Supplemental Screener Questions

1. Is your home owned, rented or occupied without payment of rent?
2. What type of home do you live in? (House, condo, apartment, etc.)
3. Do any children under age 5 live in your household? [If yes, how many?]
4. Do any children under age 5 stay at your household, even if it's just for a night or two?
5. Do any foster children live or stay at your household, even if it's just for a night or two?
6. Is everyone who lives or stays at your household related to each other?
7. Has anyone moved in or out of your household recently – say in the last year or so?
8. Is anyone in your household the grandparent of a child who lives or stays there sometimes?
9. Is anyone in your household the mother of a child who lives or stays there sometimes? [If yes, how old is the mother and what is mother's marital status]
10. Is anyone in your household the father of a child who lives or stays there sometimes? [If yes, how old is the father and what is father's marital status]
11. Is anyone living or staying at your household temporarily while they find another place to live?
12. If the census were held today, how likely would you be to fill out the census form?

Figure 5: Scoring Algorithm for Screener Questions

From CBSM Universal Screener:

- Q6 (Hispanic origin): yes=1 point
Q7 (race): "White" not selected=1 point
Q10 (people 18+): 1 point for each person
Q11 (people under 18): 1 point for each person
Q12 (non-English): yes=1 point
Q21 (hh income): under \$25K/year=1 point

From UYC Supplemental Screener:

- Q1 (hh tenure): rented, occupied without payment of rent, D/R=1 point
Q2 (type of home): apartment, condo, other, D/R=1 point
Q3 (children under 5 live there): yes, D/R=2 points
Q3b (how many children under 5): 1 point for each child
Q4 (children under 5 stay there): yes, D/R=4 points
Q5 (foster children): yes, D/R=4 points
Q6 (everyone related): no, D/R=4 points
Q7 (moved in/out recently): yes, D/R=4 points
Q8 (grandparent): yes, D/R=2 points
Q9 (mother): yes, D/R=1 point
Q9a (age of mother): under 30=1 point
Q9b (marital status of mother: divorced/widowed/never married=1 point
Q10 (father): yes, D/R=1 point
Q10a (age of father): under 30=1 point
Q10b (marital status of father): divorced/widowed/never married=1 point
Q11 (temporary till find other place) : yes, D/R=4 points
Q12 (intent to complete census): extremely/very/somewhat likely=1 point

2.3 Recruiting Strategies

Once we had the screener in place, the next challenge was outreach: developing strategies to advertise the study and encourage potential candidates to call in to the CBSM recruiter, who would administer the screener over the phone. We experimented with several different approaches, described below. While one aim, of course, was to recruit nine subjects (some for cognitive interviews and some for a focus group), there were two other important aims. One was to explore

the viability and value of interviewing two people from the same household, to examine the extent to which their listing of household members matched up and to probe on any differing perceptions of who “lives or stays” in the household. The other aim was to explore and identify effective recruiting approaches that we could use on a larger scale in later stages of the study for recruiting high-value participants.

2.3.1 Subject Matter Experts and Advocacy Organizations

We began by reaching out to the UYC subject matter experts – essentially researchers and advocates who have been working on the issue for more than a decade. Several conference calls and emails were used to discuss the research goals and the “ask.” What we hoped to achieve was to have key individuals at agencies act as “ambassadors” for the study, and reach out to individuals who worked directly with at-risk individuals and families to encourage them to call the CBSM recruiter to be screened for the study. We developed a 2-page description of the study for agency staff (see Appendix B), and a 1-page flyer intended to be posted and distributed to potential study participants (see Appendix C). The objective was for these materials to be distributed outside our small network of two subject matter experts and six advocacy organizations in order to reach a wide constituency and generate calls to the recruiter.

2.3.2 Multi-Generational Housing Communities

Our next step was a “boots on the ground” approach, where we conducted cold searches on the internet for housing agencies and communities that roughly matched the profile of test participants we were seeking. We identified two housing communities that served multi-generational families in particular, and we sought the help of staff at these communities in recruiting test participants. Our objectives were to screen as many people as possible, and to conduct a limited number of interviews in order to gauge the relationship between the screener score and the value of the interview.

2.3.3 Community Outreach

We also used direct outreach in the local community surrounding the Census Bureau headquarters in Suitland, MD. Over the course of two weeks, UYC team members made contacts and distributed flyers on three different occasions at community centers, libraries, day care facilities, recreation centers, churches, laundromats, hair and nail salons. Wherever possible, we spoke with staff at these facilities. In total, we posted flyers at 24 facilities or businesses and spoke with staff at about half of them.

2.3.4 Craigslist

Next, we turned to our most conventional means of recruiting, which is advertising on Craigslist. We posted an ad under all eight types of “temporary gigs” that described the study and the types of people we were seeking (the same characteristics listed in the flyer shown in Appendix C) and offered \$40 for a one-and-a-half hour focus group.

2.3.5 Census Staff in the Local Community

Finally, we turned to staff within the Census Bureau and sent a broadcast message to the entire staff at headquarters asking for volunteers to promote the study within their local communities (e.g., at PTA meetings, church gatherings, sporting events). One staff member had been volunteering as a tutor at a local elementary school for years and offered to contact the principal about the study. The principal then distributed the flyer via email to parents at the school.

2.4 The 2020 Census Form

For the pilot test we conducted interviews in just one mode (paper, see Appendix D) only in English. As discussed below, in future phases of the research we plan to expand the modes of data collection, and to conduct interviews in Spanish as well as English. But given the constraint of nine cases and the goals of the pilot, we could not introduce these other moving parts this early in the process.

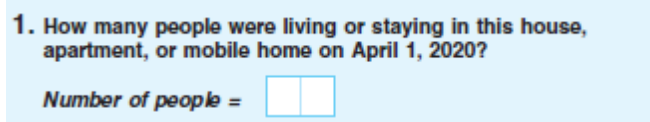
2.5 Cognitive Interview Protocol

The protocol was fairly basic. Respondents were asked to complete the 2020 Census as if it were the real thing, and retrospective think-aloud probing focused on the questions related to who lives or stays at the household, which were:

- Q1: how many people “living or staying” (Figure 6)
- Q2: any additional people (Figure 7)
- Person-level Q2: whether they “usually” stay somewhere else (Figure 8)
- Person-level Q3: how person is related to Person 1 (Figure 9)
- Instructions at beginning of form

Respondents were asked to explain who they listed and why, their interpretations of certain key words and phrases such as “living or staying,” their strategies for deciding who was living/staying there on “April 1,” and their attentiveness and interpretation of the instructions.

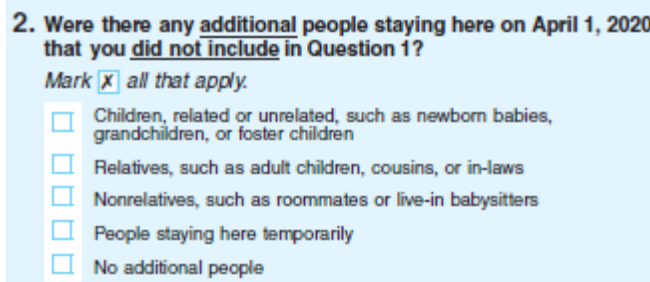
Figure 6: Q1: Number of people in household (aka “PopCount” question)



1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

Figure 7: Q2: Any additional people (aka “Undercount” question)



2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark ☒ all that apply:

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

Figure 8: Person-level Q2: Usual live/stay elsewhere (aka “Overcount” question)

2. Does this person usually live or stay somewhere else?
 Mark ☒ all that apply.

<input type="checkbox"/> No	
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, with a parent or other relative
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, at a seasonal or second residence
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, in a jail or prison
<input type="checkbox"/> Yes, in a nursing home	<input type="checkbox"/> Yes, for another reason

Figure 9: Person-level Q3: Relationship to Person 1

3. How is this person related to Person 1? Mark ☒ ONE box.

<input type="checkbox"/> Opposite-sex husband/wife/spouse	<input type="checkbox"/> Father or mother
<input type="checkbox"/> Opposite-sex unmarried partner	<input type="checkbox"/> Grandchild
<input type="checkbox"/> Same-sex husband/wife/spouse	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Same-sex unmarried partner	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roommate or housemate
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Foster child
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Other nonrelative

2.6 Focus Group Protocol

The focus group protocol covered some of the same themes as the cognitive interviews. Participants were asked to fill out the 2020 Census form and then a group discussion was held to talk about who they listed and why. This was basically an abbreviated version of what was done in the cognitive interviews to explore whether there were benefits to a group dynamic on the topic of who “lives or stays” at the household. The protocol was ambitious and also included themes on past participation in the census, negotiations within the household over who fills out the form on behalf of everyone else, alternative question wording, census knowledge and messaging.

3. RESULTS

3.1 Summary of Recruiting Strategies and Screener Scores

3.1.1 Subject Matter Experts and Advocacy Organizations

Starting with our subject matter experts and advocates, while there was a great deal of enthusiasm, interest and engagement, our network consisted of primarily advocacy organizations that were several steps removed from agencies that worked directly with individuals who were eligible for the study. Another factor was that most (but not all) of the advocacy groups were national umbrella organizations, and not local service-oriented organizations. In the end, no calls were generated by these efforts, but we think the basic approach could have potential if it were deployed with social service agencies rather than advocacy groups, and done at the local versus national level.

3.1.2 Multi-Generational Housing Communities

One of the multi-generational housing facilities was responsive to our request to help us recruit residents for our study. We set a date with the program manager at the facility for our team to come to the apartment complex. The program manager posted our flyers (Appendix C) around the building (e.g., hallways, elevators, laundry room) and texted residents that we would be conducting a study, and she encouraged them to come and be screened for eligibility. We arrived on the agreed-upon date in January 2019, and screened eight individuals and conducted cognitive interviews with five participants.

The basic profile of the eight screened individuals was this: they all rented their apartments, and most were female, had never been married and were in their early 20s. The others were over age 45 and either married or divorced. Most were Black/African American, one was Hispanic, and five reported speaking a language other than English in the home. In terms of education, most reported having earned a high school diploma or taken some college courses but not earned a degree. Three reported currently working for pay, and the majority reported a household income of less than \$15,000 annually. Household size ranged from two to six people, five respondents reported at least one child less than age five living or staying in the home, four reported a grandparent living in the home, and no non-relatives were reported living or staying in any household. The screener scores of these eight individuals ranged from 11 to 31 (two cases scored 12 and two others scored 17 and the other scores were 21 and 23). We selected individuals to interview based on the presumed availability of two individuals from the same household (aka “household pairs”) who we could interview during our visit. We selected five individuals – two from household pairs and one individual who turned out to be the only one from the household available at the time.

One of the household pairs scored 31 on the screener. Their individual interviews yielded rich data and the comparison of listed household members across the two participants was particularly informative. In the other household pair (where the individuals scored differently on the screener, at 12 and 17), while they did match some characteristics of at-risk households, the living situation was fairly straightforward. The single-respondent household (with a score of 11) was multi-generational, with a young child and grandparent, but again the respondent expressed no ambiguity about who should be listed on the form. These results led us to posit a preliminary threshold or cut off, where a screener score of about 30 or higher would likely yield a useful interview.

3.1.3 Community Outreach

These efforts generated only four calls to the Census recruiter, which we considered a very low return on investment.

3.1.4 Craigslist

The ads generated 39 calls to the Census Bureau recruiter with scores ranging from 4 to 30 and an average score of 16.2. Twenty-five cases scored below 20 and the remainder (14) scored 20 or higher. Our recruiter reached out to the highest-scoring individuals and successfully recruited participants for the focus group with scores of 24, 26, 28 and 30.

All participants were in their late 30s or early 40s and all were Black/African American. Education ranged from high school to bachelor's degree, and annual household income ranged from \$15-100K. All four reported that children under five "sometimes stay" at the household and two reported children under five living in the household. All four also reported that a grandparent lived in the household, and that someone had moved in/out in the past year. Three of the four also reported that not everyone in the household was related. While each household was "complex" in some way (multi-generational, unmarried partners each with their own children, renters), we did not find any evidence that any of the participants erroneously omitted anyone from their Census form. We note that these individuals had the wherewithal to actively check Craigslist ads for side gigs. Thus, while their household profile may look complex, the living situation may be relatively stable, making for little ambiguity in terms of who should be listed on the census form.

These results, in tandem with results from the cognitive interviews, gave us some corroborating evidence that a threshold of at least 30 may be needed to yield a productive interview. That is, it may be that a combination of several at-risk factors is needed to increase the chances that we capture individuals who erroneously omit young children from the form.

3.1.5 Census Staff in the Local Community

In total 18 Census staff from across the bureau responded to the broadcast email. Rather than simply provide the recruiting flyer, we were advised to set up a meeting with those responding in order to field any questions and ensure that the flyers were distributed at appropriate venues. A voluntary meeting was scheduled for lunchtime, and four individuals attended. One was a volunteer tutor and a local elementary school and offered to pass the flyers on to the school principal for distribution to the parents. No calls were generated from this activity.

3.2 Cognitive Interviews

As noted above, we conducted five cognitive interviews with individuals who were screened and recruited at a housing facility in January 2019.

3.2.1 Case by Case Results

In the household that scored 31, two different interviewers conducted independent interviews with each member of the pair ("R1" and "R2"). This turned out to be a tactical error because it was not clear until after the fact that one of the pair did not consider herself to be "living or staying" at the household of the other member of the pair. The first respondent (R1) listed five household members: herself, her unmarried same-sex partner (R2) and then three children, all under age five: her own biological child, and then two other children reported as "other relatives" who were the niece and nephew of R2. We later learned that R2 cares for her niece and nephew roughly five days a week because her sister (the mother of the children) has a very hectic work schedule. Typically, R1 and R2 are with all three young children during the day, and R2 takes her niece and nephew back to their mother's house for the evening and usually returns to R1's house for the night.

When interviewed herself, R2 listed a completely different household: her mother's family home, where she lives with her siblings. She first listed her mother, then a sister, brother, another sister and lastly herself. She explained this was because it is her mother's home and it's where she and all her siblings "stay." However, the mother of the two young children has her own household and does not live at the mother's family home, which is why R2 did not list her niece and nephew as living with her at her mother's house.

The upshot in this case is that R2 was double-counted (by R1 at her house and by R2 at her mother's house). The young children were not missed – R1 did report them. And because we did not have the opportunity to interview the mother of the young children, who lives in yet a third household, we were not able to assess whether the young children would have been counted where they actually "live and sleep" most of the time (that is, at the home of their biological mother). Presumably had we interviewed the biological mother (i.e., the sister of R2) at her own household, the children would have been listed, hence in this case double-counted because R1 also listed them.

As noted above had we known the full portrait of the living arrangements of R1 and R2 we would have had the chance for more detailed probing about different perceptions of who was, or "should" have been listed at what household. The take-away from this interview was primarily methodological: the same interviewer should interview both members of a presumed household pair in order to understand the perceptions of each member. This will enable more specific probing appropriate to the listing of household members in each individual interview.

The other household pair consisted of a woman in her 50s and her two adult sons. The woman (R3), who faced a language barrier, recorded four people at Q1 (the "PopCount" question), and at Q2 (additional people) she checked "people staying temporarily." In the person-level questions, she listed herself first, then her younger son (the other member of the household pair), and then her older son as Person 3. She did not list a Person 4. During probing she explained that she recorded 4 people because she is expecting in the future (i.e., by April 2020) that her sister will come from another country and stay with them temporarily. At the person-level Q2 for the older son (whether "this person usually lives or stays somewhere else") she checked "Yes, for college." During probing we learned that the older son had been at college in Arizona but has been back now (in January) living with his mother and brother for a few months. When asked whether the son "usually" lived somewhere else, the respondent explained, "Now he is home but 3 months ago he lived in Arizona because of college and it says put yes for college." The respondent further explained that he *may* be living somewhere else, like college again, in 2020; however she said she was "thinking of the past" when she checked "Yes, for college." It was difficult to assess due to a language barrier, but it seems that because the son was in college for the past couple of years, with the exception of the past 3 months, she considered that to be "usually" living or staying at college.

In the son's interview (R4) he initially recorded two people at Q1 and later changed it to three people. At Q2 he checked both "relatives, such as..." and "No additional people." In terms of individuals, he listed himself first, then his older brother (but at Q2 he checked "no" that the brother does NOT usually live/stay elsewhere), and then his mother as Person 3.

Because all interviews occurred on the same evening amongst three different staff, we again made the mistake of having two different interviewers conduct interviews with two members of a single

household pair. However, in this case we had the chance to conduct a brief post-interview joint debriefing with both the mother and the son. The son helped translate both the questionnaire and our probes for his mother. In the end, both agreed that the household was fairly straight-forward and stable, and that the mother and the two sons should be listed.

The last interview (R5) was fairly straightforward, and we were only able to interview one household member.

3.2.2 Q1/PopCount Question

Q1 asks how many people were “living or staying” on April 1. In our five cases, we observed three instances of respondents who recorded a number in Q1 that was inconsistent with the number of individuals they recorded in the person-level questions. In two cases (R2 and R4) the number in Q1 was one short of the number of people listed, and it was because the respondents did not initially think to include themselves in the count (R2 and R4). When asked about the mismatch, R4 commented, “It does include myself. There’s 3 people living there. I put 2 cause I thought it was how many people live there not including you.” This same participant suggested the question be re-worded to say “include self.”

In another case (R3) the respondent recorded “4” at Q1 but then only listed three people. In all three cases, after probing, the number recorded in Q1 seemed to be incorrect and the individuals listed in the person-level questions seemed to be correct.

3.2.3 Who Counts as “Living or Staying”

We probed all respondents on how they determined whether someone “lives or stays” at a house, apartment or mobile home and found a range of responses. One was very firm in a definition of at least 30 days in the residence to be counted. She based this on information she had previously been provided regarding rental policies and residency and considers this to be the true, legal definition. Another commented that they would consider anyone in the home at least 6 months as a resident to be counted, “because you’re building a history of staying there.” This respondent did recognize that others may have a different standard. It was suggested that this issue could be eliminated by asking people to report how long each person has been staying at the house, rather than relying on people’s own definitions of residency.

3.2.4 Q2/Additional People

Q2 asks about additional people living/staying who were not included in Q1. Despite the wording of the item, some participants misread the question to be asking for a description of the types of people who DID live/stay there, not about additional people not already listed in Q1. One participant (R4, the adult son in the household pair), checked “Relatives, such as adult children, cousins, in-laws”) and said, “I thought it was asking what type of people are there, not additional people.” In the single respondent household, though fairly straightforward, we observed something similar; the respondent checked two substantive categories: “children, related or unrelated...” and “Relatives, such as...” In both cases, the respondents also checked “No additional people.”

3.2.5 Person-level Q2: Live/Stay Elsewhere

For each person reported on the Census questionnaire, the respondent is asked Q2: “Does this person usually live or stay somewhere else?” This item elicited some unexpected responses from participants. One (R1) selected the “seasonal or second residence” to note where her partner sometimes stays. When probed, she reported that this is a nearby apartment where the partner’s mother and siblings live. The participant considered this a preferable option over “with a parent or other relative” as it was her partner’s “second residence” and not just a family member’s home. From the participant’s perspective, a second home was not a vacation home, but rather a place where one keeps their clothes and belongings and may get their mail.

3.2.6 Person-level Q3: Relationship to Person 1

Starting on Page 2, the instructions state that “Person 1” should be someone who owns/rents the home, and this person may or may not be the household respondent. In one case, this instruction led to an error when answering the relationship item for each subsequent person listed (“How is this person related to Person 1?”). R2 listed her mother as Person 1, and then listed three siblings and herself. For all the siblings she recorded their relationship to Person 1 as “brother or sister” (which is her own relationship to them) rather than “biological son or daughter.”

3.3 Focus Group

In total, four participants – all recruited from Craigslist – took part in the focus group. Not everyone arrived on time, so the session got started about 15 minutes late. Furthermore, the recruiter had informed participants that the session would only last 60 minutes. The participants who arrived on time were generous about staying past the 60 minutes, but in the end, the overall session was only about 60 minutes long, and it was not possible to administer the protocol thoroughly. Below we provide the relevant findings.

3.3.1 Experience with the decennial census in the past

Participants expressed a range of experiences. One had no recollection at all, one remembers a form coming in the mail and thinking of it as junk mail (and does not recall a personal visit from a census enumerator), and another remembers an enumerator coming to the door and his partner answering the questions. The fourth participant, however, remembers the Census Bureau being persistent. He received at least one form in the mail and threw it away, and also got a personal visit from a census enumerator. He did not want to respond, thinking it was a waste of time. However, given the persistence of the Census Bureau, he began to get concerned and wondered how far the Census Bureau would go if he did not respond – even worrying they might contact his employer. This concern prompted him to check the Census website, which is where he learned about the funding and representation implications of a complete census. This is what prompted him to complete the form, and to be more amenable next time around.

3.3.2 Filling out Census form

Participants were given an abbreviated Census form to complete on their own and then a group discussion was held to go over who they listed as living/staying there and why. Two participants listed 3 people and the other two participants listed 6 people, and all were complex or non-traditional in some way. In the smaller households, one participant listed herself, her daughter and her daughter's friend. The other was a homeowner who had two tenants; he listed both of them first and himself last. This participant said he was confused about whether the question was about him, other people or both. In one of the larger households, the participant listed himself, his "baby mama," their three children and his father. In the other, the participant listed himself, his girlfriend, his two children and her two children.

3.3.3 Q2/Additional People

Two participants said they were confused about the time frame for this question. The participant who lives with two tenants answered "no additional people." He explained that he may have someone staying for a week or a month for some reason, but he didn't know if a one-week guest, for example, would count as living in the same house. Because of this uncertainty, he responded "No additional people." He did count his renters and was not confused about whether they qualify as living in his house, but for temporary guests he would not count them. Another participant said a friend of his son would stay with them for a month sometimes, and he was confused about whether this would count as someone living/staying there. When asked specifically about children, one participant said their grandchildren would sometimes stay a day or two, and sometimes up to a week.

3.3.4 Person 1

One participant said, "Usually when I fill out this stuff, I put myself" [as first person]. Another interpreted the question as asking for "head of household" so "I put myself based on how we filled out our taxes." The participant with the two tenants listed his two renters first (recording them as non-relatives), and then himself. He said, "Now I see that you meant the person paying the rent. Sometimes I think of rent and mortgage as the same." It seems in the instruction for Person 1/Q5 that states: "If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1" he focused on the phrase "someone...who pays the rent."

3.3.5 Person-level Q2: Live/Stay Elsewhere

This question prompted participants to discuss people who used to live at household but now live somewhere else. Regarding the response category about jail, one participant said, "That's where they're living right now." When asked if, for example, a sibling who usually stays at the household but is now in jail, one participant said he would not include him: "It's offensive that it says 'jail/prison' as another place someone is staying." When asked about college, one participant said he has three kids in college and they do come home. He said, "I guess I would have to do the math if they would be here. I probably wouldn't put them because now they stay somewhere else." Another said he wouldn't count that person because, "Census is who is living with you at that

time.” The participant assumes the kids in college will fill out their own form wherever they are: “When they’re in college, they’re there. When they’re here, they’re here.”

3.3.6 Knowledge of the decennial Census

When asked what they think the Census does, one participant said he didn’t pay too much attention in the past, but he educated himself and knows participation in the Census is important for congressional representation, money for streets, police, for the community and development. There was consensus that not completing the census was a disservice, but one participant worried about “being in the system.” He believes the census is mandatory and that there would repercussions to not completing it.

When asked where they get information about the census – whether it’s the official website, other organizations, etc. – one participant said he “probably would have stayed with the census and asked people I know” and not rely on outside organizations. Participants were also asked about their understanding of how many forms are sent to each household, and one said one per household.

3.3.7 Instructions

When asked about the PopCount question, and how it could be asked to make sure young children are included, one participant suggested that the instructions state, “Please include all kids” and that “Sometimes you don’t think of kids as people...” Another said he thinks this kind of instruction should come before Question 1 because once a child is omitted, and the respondent realizes the child should have been included, he’d have to go back. After this discussion, the moderator called participants’ attention to the instructions and asked if anyone read them. One participant realized that the instructions include a statement about including kids and states “Oh, you’re right. The baby thing is right there. I was going through it too fast.” When asked about different wording to stress including children, one participant said the black ink doesn’t make it stand out and suggested that red ink may make the instructions more noticeable.

4 DISCUSSION

The biggest unknown going in to the pilot was the feasibility of the screener to identify truly at-risk individuals whose interviews would yield useful information about how to modify Census forms, questions and procedures to reduce the undercount of young children. While we cannot use the word “robust” to describe the results, on balance we think the basic approach yielded findings sufficiently useful to move forward. One factor in support of this conclusion is that the profile of the at-risk population is rather hazy itself. While it draws on a long history of in-depth and careful analysis, there are many important caveats to all the methods used to identify those at risk. Furthermore, past research indicates that in households where at least one young child was erroneously omitted, the child was not the only individual missing from the original census form; indeed in 68% of cases at least one other household member was missing on the original census, and in 46% of cases the whole household was missed (U.S. Census Bureau, 2017a). Thus, there is some potential that any mechanisms that may be associated with the omission of young children may also affect the omission of other household members. And, given the sheer size of the

population over age 5, if even a small fraction were affected by the same problems that are driving the undercount of young children, this would be a large contribution to the overall undercount.

Another rationale to move forward is suggested by the CI interviews from 2018, which provide some evidence that in addition to social-cultural issues that may cause a disconnect between census definitions of household membership and respondents' perceptions, the census procedures themselves may be contributing to the undercount. A respondent from a large household who completed a paper questionnaire ran out of space on the English side of the form and listed the final child on the Spanish side. If Census scanning procedures do not include imaging both sides, that could have caused the child to be omitted. During The 2018 CI Operation, at least three other cases were identified where respondents reported having included their child on the roster, only to have the child not appear when the interviewer called for the CI follow-up. It is unclear if these data were stripped out due to edit rules, file transfer issues, or some other problem, but it is likely that some portion of missing data originates not from item nonresponse, but rather from operational issues like these identified.

There is also some evidence that different household members have different perceptions of who "lives or stays" at the household. In three cases (the guardianship, nephew and in-laws) from the CI noted above, it may be that the person who completed the original census viewed these individuals as tangential (i.e., not "living or staying" there) and so did not list them, but a different individual completed the CI and had no doubt they should be included. This suggests that the strategy of interviewing multiple people from the same household could hold promise. As stated in the introduction, who gets listed on the original census form may hinge on their relationship to the person filling out the form for the entire household.

With regard to the specific outreach methods used to drive individuals to call in to the recruiter to be screened, while we did achieve our quota of interviewing nine individuals, with the exception of Craigslist, none of the methods was highly productive or scalable, and we are still seeking other mechanisms of outreach.

Regarding the protocol, for the cognitive interviews there were no fatal flaws, but we conducted practice interviews since the pilot and made some improvements to the flow and content (see Appendix E). For the focus groups, the protocol was ambitious and with only 60 minutes (versus the planned 90) it is difficult to assess modifications. During discussions of who respondents listed on their own census forms and why, we did not have enough time to assess whether there was any benefit to the group discussion, over and above what we expect to learn in the one-on-one cognitive interview settings. Based on what we did glean from this one compromised focus group, we modified the protocol (see Appendix F). We aim to first conduct a round of cognitive interviews in order to evaluate the content of the focus group moderator guide and to continue soliciting input from subject matter experts and others to flesh out the agenda, particularly with regard to messaging.

Finally, with regard to substantive findings, we talked with only nine participants and did not aim to describe the range and diversity of the experiences of the "target" population, such as it is. We offer the above results on specific aspects of the questionnaire only as examples of the kinds of

findings we expect to uncover as we move forward with a larger and more diverse pool of participants.

5 CONCLUSIONS AND NEXT STEPS

5.1 Pilot Conclusions

The pilot served its purpose and allowed us to set a threshold score for the screener and to assess and refine our cognitive interview and focus group protocols. It also enabled us to explore a range of outreach methods for recruiting individuals to call in and be screened for eligibility. While marginally viable, none of the methods was overwhelmingly successful, and we have begun discussions with the Partnership office. We have developed draft talking points for the Partnership Specialists to use in their discussions with constituents in the community with the aim of having them distribute the flyer designed to encourage individuals to call in and be screened. If those efforts generate a high volume of calls, we expect to be able to select from the high-scoring participants who call in to be screened.

5.2 Next Steps

Our next step is the “main stage” of Phase I – essentially conducting similar research but on a larger scale. We selected three sites and three modes, as discussed below. We expect to conduct Phase I starting in the summer of 2019 and going through the end of the calendar year. Given the timing of the 2020 Census, we hope to provide any relevant findings to the Communications office and others working on public outreach and messaging. Phase II is set to be conducted after the 2020 Census and to rely on data from the post-enumeration survey and other follow-up operations in order to select sample. Thus, the start time for Phase II is sometime in early 2021. In each phase, we have budgeted for a maximum of 90 cognitive interviews and 12 focus groups.

5.2.1 Phase I: Sites

Our first site is the DC metro region for the obvious reasons of costs and efficiency, and the fact that the local population seems to sufficiently overlap with the types of people we think are at risk of undercounting young children. We selected two other sites driven by findings on the undercount of young children at the county level. As noted above, King, Ihrke and Jensen (2018) were able to extend the demographic analysis to produce sub-national maps of key metrics, two of which are reproduced from their work and shown below. The map in Figure 10 shows counties in red that have a high undercount of young children. The Mississippi delta and southern tip of Texas have the highest concentration of these counties, and they are contiguous. The map in Figure 11 shows county-level clusters formed using demographic and housing characteristics such as race, ethnicity and immigration concentrations. In total, seven clusters were created and then ranked based on their net undercount rate: “The Majority Black/White are counties that showed the highest proportions of the Non-Hispanic Black population in the 2010 Census. The remaining population is primarily Non-Hispanic White...This cluster had the highest median net coverage error...with -5.5 percent.” (King, Ihrke and Jensen, 2018, page 18). This cluster is shown in purple on the map in Figure 11, which shows that the Mississippi delta region is solid purple. The “High Hispanic proportion” cluster also ranked high on net coverage error, at -3.4 percent. This cluster is shown

in pink in Figure 11, and the southern tip of Texas is solid pink. Putting these two factors together – contiguous counties with a high net undercount and overlaying that with the clusters of demographic and housing characteristics with a high net undercount – the Mississippi delta and southern tip of Texas stand out as ideal candidates for our study. Furthermore, they may represent two very different populations each with distinct reasons for erroneously omitting young children on the census. Given that the recruiting methods are not fully formed, we aim to use the DC site as a kind of test bed to refine outreach efforts with the Partnership Specialists.

The third site is Rhode Island. We hope to be able to exploit analysis from the 2018 end-to-end census test, where census forms were matched to administrative records. In some cases, the administrative records indicated a young child may live in the household but the child was not listed on the original census form in the 2018 test. This represents an alternative method of identifying at-risk households. We are still in the early stages of analyzing the 2018 data for the viability of selecting sample. We plan to explore a range of methods for identifying the “most promising” cases for the Phase I research, and to hone the selection methodology as we have a similar methodology planned for Phase II noted above.

5.2.2 Phase I: Modes

We aim to gather data in a range of modes. Paper and internet self-response are included to capture the vast majority of cases that will be completed via self-response – with and without computer-assistance. The non-response follow-up mode will help us evaluate participants’ interaction with the Census instrument given the presence of an interviewer administering the questions. We aim to evenly distribute the interviews and focus groups across the three modes as shown in Table 1.

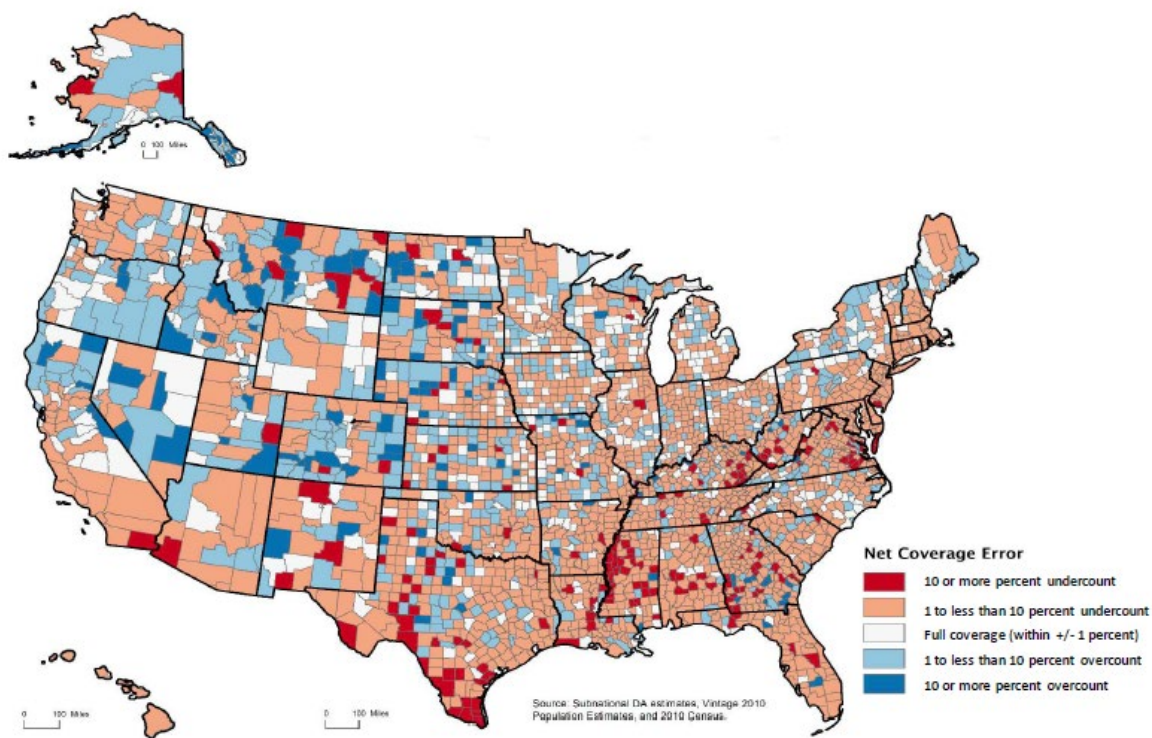


Figure 10. Subnational demographic analysis estimates of net coverage error by county. Reproduced from King et al. (2018).

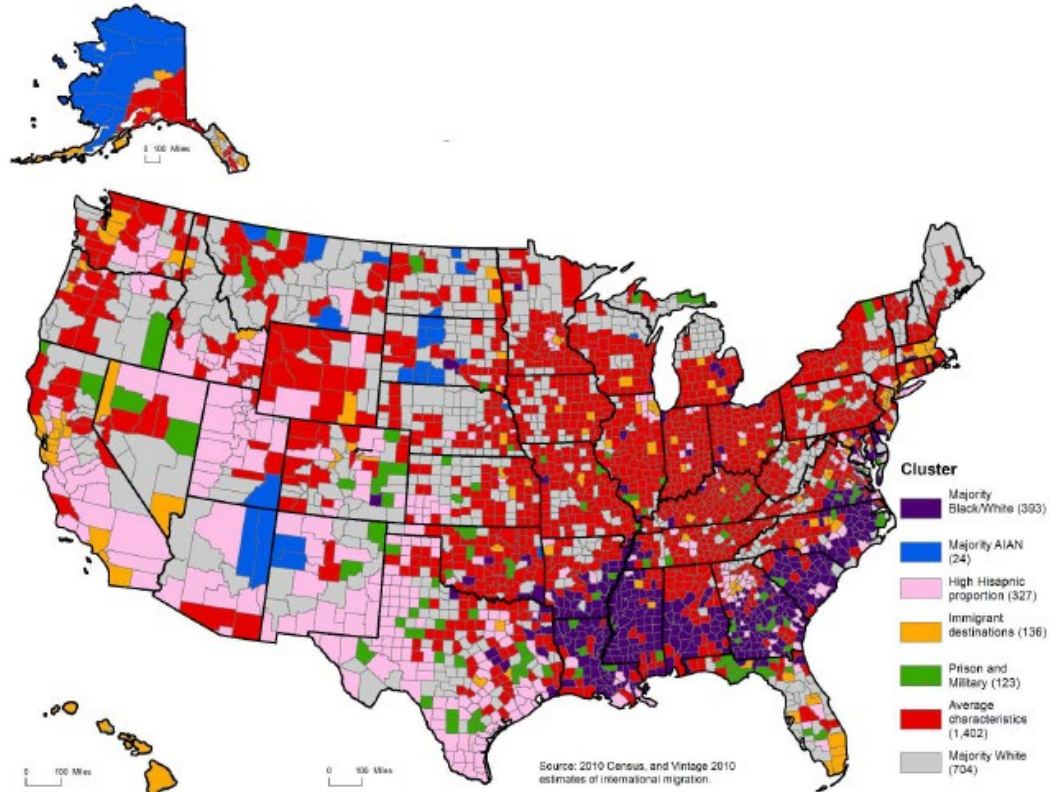


Figure 11. County clusters formed from demographic and housing characteristics. Reproduced from King et al. (2018).

Table 1. Undercount of Young Children Phase I Scope of Work

Method and Sites	Mode			Interviews/Groups
	Paper	Internet Self Response	Non-response Follow-up	
Cognitive Interviews	30	30	30	90
DC	10	10	10	30
Mississippi	5	5	5	15
Texas	5	5	5	15
Rhode Island	10	10	10	30
Focus Groups (6-8 participants)	4	4	4	12
DC	2	2	2	6
Mississippi	1	0	1	2
Texas	0	1	1	2
Rhode Island	1	1	0	2

5.2.3 Phase I: Language

We have every hope and intention of carrying out some of the data collection in Spanish, particularly and obviously, in the southern tip of Texas. Achieving this will depend on the availability of relevant staff who have the appropriate language and qualitative research skills.

5.2.4 Phase II

After the 2020 Census is completed, follow-up operations will be conducted with a subset of cases. In addition, research is planned to link completed census cases with administrative records to assess any disconnects between the household roster listed in the census and evidence of household members from other sources of data. We plan to exploit these operations to identify a more targeted universe of sample; rather than simply “at risk” these cases are expected to represent actual instances of young children having been erroneously omitted from the original census form. The Study Plan is explained in more detail in “2020 Census Evaluation: The Undercount of Young Children: A Qualitative Evaluation of Census Materials and Operations Study Plan Part Two (CPEX)” available on request.

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APPENDIX A: CBSM UNIVERSAL AND UYC SUPPLEMENTAL SCREENER

PART A: CBSM Universal Screener

Hello, I'm _____ from the Census Bureau. Thank you for contacting us about participating in one of our studies. I just need to get a little bit of background information to start.

1. What is your name?

First name: _____

Last name: _____

2. What is your daytime telephone number? *[Probe for all 3 phone numbers]*

Mobile ([])[]-[] []

Home (if not mobile) ([])[]-[] []

Work (if any) ([])[]-[] [] EXT.[]

3. In what city, state, and ZIP code do you currently live?

City: _____

State: _____

Zip code: _____

4. Are you male or female?

- ☐ Male
- ☐ Female

5. In what year were you born?

6. Are you of Hispanic, Latino, or Spanish origin?

- ☐ Yes (→ score 1 point)
- ☐ No

7. What is your race? Please select one or more. White, Black or African American, American Indian or Alaska Native, Asian, or Native Hawaiian or other Pacific Islander? *(Allow up to 3 answers)*

- ☐ White (if white NOT selected, regardless of how many others selected → score 1 point)
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ Other (specify)
- ☐ Refused

8. What is the highest grade of school you have completed, or the highest degree you have received?
(do not read categories to respondent)
- Less than high school
 - Completed high school
 - Some college, no degree
 - Associate's degree (AA/AS)
 - Bachelor's Degree (BA/BS)
 - Post-Bachelor's degree (For example MA, MS, Ph.D, JD, etc.)
9. Are you working for pay full-time, part-time, or are you not working for pay at this time?
- Full-time (ask follow-up questions 9a and 9b)
 - Part-time (ask follow-up questions 9a and 9b)
 - Not working for pay at this time (skip to next question)
 - a. What is your current job title or job description? [open text]
 - b. Are you employed by the Federal Government? (if federal contractor, mark NO)
 - Yes
 - No
10. How many people age 18 or older currently live in your household, INCLUDING yourself?
(→ score 1 point for each person)
11. How many people younger than 18 currently live in your household?
(→ score 1 point for each person)
12. Do you speak a language other than English at home?
- Yes (ask follow-up question 12a) (→ score 1 point)
 - No (skip to next question)
 - a. What language or languages do you speak at home? Please select one or more.
 - [] Spanish
 - [] Chinese
 - [] Korean
 - [] Vietnamese
 - [] Arabic
 - [] Russian
 - [] Other - Specify
13. Do you own a cell phone?
- Yes (ask follow-up questions 11a and 11b)
 - No (skip to next question)
 - b. Some cell phones are called “smartphones” because of certain features they have. Is your cell phone a smartphone, such as an iPhone, Android, Blackberry or Windows phone, or are you not sure?
 - c. What type of smartphone do you have?

14. Do you own a desktop or laptop computer, or both?
- ☐ Desktop computer
 - ☐ Laptop computer
 - ☐ Both desktop and laptop computer
 - ☐ Neither
15. Do you own a tablet computer such as an iPad, Samsung Galaxy Tab, Google Nexus, or Kindle Fire?
- ☐ Yes
 - ☐ No
16. Do you have at least one year of Internet experience?
- ☐ Yes (ask follow-up questions 16a and 16b)
 - ☐ No (skip to next question)
- d. How often do you use the Internet either on a computer or on a mobile device like a smartphone or tablet?...Several times a day, about once a day, a few times a week, a few times a month, or a few times a year?
- ☐ Several times a day
 - ☐ About once a day
 - ☐ A few times a week
 - ☐ A few times a month
 - ☐ A few times a year
 - ☐ Not at all [*do not read to respondent*]
- e. Name two things you do on the Internet besides e-mail.
- Internet Activity #1:
- ☐ Research
 - ☐ Social media/communication (Facebook, Twitter, Craigslist)
 - ☐ Shopping
 - ☐ Banking or paying bills online
 - ☐ Music / movies / videos
 - ☐ Gaming
 - ☐ News
 - ☐ Travel (directions/reservations)
 - ☐ Employment
 - ☐ Other
- Internet Activity #2:
- ☐ Research
 - ☐ Social media/communication (Facebook, Twitter, Craigslist)
 - ☐ Shopping
 - ☐ Banking or paying bills online
 - ☐ Music / movies / videos
 - ☐ Gaming
 - ☐ News
 - ☐ Travel (directions/reservations)
 - ☐ Employment
 - ☐ Other

17. How did you hear about this research opportunity?
- ☐ E-mail link
 - ☐ Census Bureau employee
 - ☐ Friend or family member (but not a Census Bureau employee)
 - ☐ Facebook
 - ☐ Craigslist
 - ☐ Google advertisement
 - ☐ Flyer
 - ☐ Newspaper advertisement
 - ☐ Other – specify
18. Have you participated in any research studies with the U.S. Census Bureau?
- ☐ Yes
 - ☐ No
19. Would you be willing to come to our office in Suitland, Maryland, to participate in a research study?
- ☐ Yes
 - ☐ No
20. What is the e-mail address we should use when sending directions to our office, should you qualify for a study?
21. Is your household's annual income ...
- ☐ Less than \$15,000? (→ score 1 point)
 - ☐ \$15,000 to \$25,000? (→ score 1 point)
 - ☐ \$25,000 to \$50,000?
 - ☐ \$50,000 to \$100,000?
 - ☐ More than \$100,000?
22. Are you a United States citizen? You do not have to be a U.S. citizen to participate in our studies.
- ☐ Yes
 - ☐ No

PART B: Undercount of Young Children Supplement

1. Is your home owned, rented or occupied without payment of rent?
 - a. owned
 - b. rented (→ score 1 point)
 - c. occupied without payment of rent (→ score 1 point)
 - d. Don't know/Refused (→ score 1 point)
2. What type of home do you live in?
 - a. House, townhouse or condo
 - b. Apartment (→ score 1 point)
 - c. Something else (→ score 1 point)
 - d. Don't know/Refused (→ score 1 point)
3. Do any children under age 5 live in your household?
 - a. Yes (→ score 2 points) → 3b. How many? _____ (→ score 1 point for each person)
 - b. No
 - c. Don't know/refused (→ score 2 points)
4. Do any children under age 5 *stay* at your household, even if it's just for a night or two?
 - ☐ Yes (→ score 4 points)
 - ☐ No
 - ☐ Don't know/refused (→ score 4 points)
5. Do any foster children live or stay at your household, even if it's just for a night or two?
 - ☐ Yes (→ score 4 points)
 - ☐ No
 - ☐ Don't know/refused (→ score 4 points)
6. Is everyone who lives or stays at your household related to each other?
 - ☐ Yes
 - ☐ No (→ score 4 points)
 - ☐ Don't know/Refused (→ score 4 points)
7. Has anyone moved in or out of your household recently – say in the last year or so?
 - ☐ Yes (→ score 4 points)
 - ☐ No
 - ☐ Don't know/Refused (→ score 4 points)
8. Is anyone in your household the grandparent of a child who lives or stays there sometimes?
 - ☐ Yes (→ score 2 points)
 - ☐ No
 - ☐ Don't know/Refused (→ score 2 points)

9. Is anyone in your household the mother of a child who lives or stays there sometimes?
☐ Yes → (→ score 1 point) 9a. How old is the mother? _____ (if under 30 → score 1 pt)
9b. Is the mother...
☐ married
☐ divorced or separated (→ score 1 point)
☐ widowed or (→ score 1 point)
☐ never married? (→ score 1 point)
☐ No
☐ Don't know/refused (→ score 1 point)
10. Is anyone in your household the father of a child who lives or stays there sometimes?
☐ Yes → (→ score 1 point) 10a. How old is the father? _____ (if under 30 → score 1 pt)
10b. Is the father...
☐ married
☐ divorced or separated (→ score 1 point)
☐ widowed or (→ score 1 point)
☐ never married? (→ score 1 point)
☐ No
☐ Don't know/Refused (→ score 1 point)
11. Is anyone living or staying at your household temporarily while they find another place to live?
☐ Yes (→ score 4 points)
☐ No
☐ Don't know/Refused (→ score 4 points)
12. If the census were held today, how likely would you be to fill out the census form?
☐ Extremely likely (→ score 1 point)
☐ Very likely (→ score 1 point)
☐ Somewhat likely (→ score 1 point)
☐ Not too likely
☐ Not at all likely

Scoring Algorithm

(more points ➔ higher likelihood the household is at-risk for omitting a young child)

From Part A (Questions from CBSM Universal Screener):

- Q6 (Hispanic origin): yes=1 point
- Q7 (race): “White” not selected=1 point
- Q10 (people 18+): 1 point for each person
- Q11 (people under 18): 1 point for each person
- Q12 (non-English): yes=1 point
- Q21 (hh income): under \$25K/year=1 point

From Part B (Questions from UYC-Specific Screener):

- Q1 (hh tenure): rented, occupied without payment of rent, D/R=1 point
- Q2 (type of home): apartment, condo, other, D/R=1 point
- Q3 (children under 5 live there): yes, D/R=2 points
- Q3b (how many children under 5): 1 point for each child
- Q4 (children under 5 stay there): yes, D/R=4 points
- Q5 (foster children): yes, D/R=4 points
- Q6 (everyone related): no, D/R=4 points
- Q7 (moved in/out recently): yes, D/R=4 points
- Q8 (grandparent): yes, D/R=2 points
- Q9 (mother): yes, D/R=1 point
- Q9a (age of mother): under 30=1 point
- Q9b (marital status of mother: divorced/widowed/never married=1 point
- Q10 (father): yes, D/R=1 point
- Q10a (age of father): under 30=1 point
- Q10b (marital status of father): divorced/widowed/never married=1 point
- Q11 (temporary till find other place) : yes, D/R=4 points
- Q12 (intent to complete census): extremely/very/somewhat likely=1 point

APPENDIX B: UYC PROJECT OVERVIEW FOR AGENCY STAFF

Exploring How to Reduce Omissions of Young Children on Census and Survey Forms in Households Likely to Undercount Young Children

The Problem: There is a well-established literature indicating that young children (under five) are systematically undercounted in censuses and surveys around the world, and the U.S. decennial Census and American Community Survey (ACS) are no exception. In the 2010 Census, for instance, there was a net overcount for the population as a whole of 0.1%, but for young children there was a net undercount of 4.6%. In the 2015 ACS the rate was much worse, at 13%. The magnitude of the problem is exacerbated by related evidence that the undercount varies by demographic characteristics. The 4.6% undercount was for all children under five; among non-Hispanic whites the undercount was 2.7%, while for blacks it was 6.3% and for Hispanics it was 6.5%.¹

Implications: Population estimates from the decennial Census are used to apportion representation in the U.S. House of Representatives and to distribute millions of dollars in funding for health, education and other programs. A chronic, systematic, differential undercount means that certain states and regions of the country and certain demographic sub-populations are disproportionately affected in terms of Congressional representation and unfair distribution of resources.

Background: In 2015, the Census Bureau’s Undercount of Young Children Work Group² began tackling this problem in a systematic way and produced several official memos documenting their findings over the course of two years.³ Generally, results identified some key factors of the undercount associated with household complexity and composition, and the relationship between child and “householder” (i.e., the person answering census/survey questions on behalf of all household members). For example, children are more likely to be undercounted if:

- The child lives in a “complex household” which includes multigenerational households, families living with non-relatives, and blended families.
- The householder is someone other than the biological or adoptive parent of the child, such as a grandparent, distant relative or non-relative.
- The child’s mother is under age 25

See the Attachment for a more comprehensive list. The existing research established some baseline evidence on the extent and nature of the undercount. What is not known is whether and how the census and survey forms, question wording, interviewer instructions and other procedures contribute to the undercount, and whether modifications to these methods could reduce the undercount. One key component and a potential source of measurement error contributing to the undercount is the methodology used to gather the “household roster” – that is, the names of individuals who “live or stay” at the address. For example, in households where children go back and forth between the homes of their divorced parents, the householder may have some doubts

¹ https://www.census.gov/programs-surveys/decennial-census/2020-census/planning-management/memo-series/2020-memo-2017_14.html

² <https://www2.census.gov/cac/nac/reports/2018-uc-children-wg-interim-report.pdf>

³ <https://www2.census.gov/programs-surveys/decennial/2020/program-management/final-analysis-reports/2020-report-2010-undercount-children-coverage-followup-analysis.pdf>

about whether to list the child if their time is split evenly between the two homes. Furthermore, in large and/or complex households, whether the householder reports a part-time or tenuously-attached child as “living or staying” at the household may hinge on the particular relationship between the householder and the child. Separate but related literature on “family boundary ambiguity” could be informative on this latter issue.⁴

Research Proposal: There are several unknowns, but one clear gap in the research to date is qualitative research with individuals who live in households at risk of undercounting young children. Once these individuals are identified, a coordinated program of literature review on the issues noted above and qualitative research (e.g., iterative focus groups, in-depth interviews and one-on-one cognitive interviews) could be set up to explore in more depth where the existing roster questions and procedures are failing and how, specifically, to improve them. Probing could explore individuals’ interpretation of the current wording of the roster questions, and their rationale for including or excluding certain individuals. Vignettes could examine how respondents would complete the roster questionnaire under various complicated and known-to-be-problematic situations, and follow-up probes could explore why respondents included or excluded particular individuals. Results could feed into modifications to the questions and procedures and repeat testing to examine whether there is any evidence of a reduction in measurement error.

With regard to sample for the qualitative research, our plan is to reach out to community-based organizations and government agencies that work in direct contact with families who might be at-risk of omitting young children on the census. If agency staff work closely enough with individuals and can actually identify good candidates for the interviews (based on criteria listed in Appendix A), and the individuals were interested in participating, agency staff could refer them to the Census Bureau directly for an interview. Another approach would be to ask agency staff to spread the word among their clients (via flyers, email blasts, etc.) and to ask potential candidates to call the Census Bureau for a screening interview. In either case, the text below could be used to solicit agencies at various levels to inform them of the project and invite them to contact us for further information:

We'd like to conduct some pilot interviews in the DC area with individuals in households at-risk for omitting young children (under age 5) on their census form. Our goal for this very first stage of the research is to identify households most at-risk of omitting young children and then conduct one-on-one pretest interviews with multiple adults from the same household to see whether they'd include the young children, and to find out why or why not. We expect each individual's interview to last up to an hour. We'd be happy to travel to their homes, meet at a community center, coffee shop etc., or invite them out to Census Headquarters in Suitland, Md., to conduct the interviews. We provide an incentive of \$40 per person we interview (e.g., if we interview 3 people from the same household, each person would receive \$40 for a total of \$120 for the household).

⁴ <https://link.springer.com/article/10.1353/dem.0.0043>

**ATTACHMENT: Key Characteristics of Households
at Risk of Omitting Young Children from the Census**

- A. Household composition: the child lives...
 - in a multi-generational household, especially grandparent-headed households
 - with non-relatives
 - with a blended family (e.g., with step-parents)
 - in a household where the person who fills out the Census form is someone other than the biological or adoptive parent of the child (such as a grandparent, distant relative or non-relative)
 - in a household where people have moved in/out relatively frequently
- B. Parent-child relationship:
 - Young mother (15-19=highest omission rate, then 20-24)
 - Foster child
 - Parent is divorced or single
- C. Sociodemographics:
 - Household members are predominantly a racial minority (Black, Hispanic and American Indian/Alaska Native)
 - Low income household
 - Low income neighborhood
 - High unemployment among household members
 - multi-unit building (versus a single-family home)
 - overcrowded dwelling unit
- D. Geographic area:
 - state, county or cluster with a particularly high net undercount
 - hard-to-count census tract

APPENDIX C: UYC FLYER FOR STUDY PARTICIPANTS



\$40 for a 60-minute session

You may be eligible if you live ...

- with at least 4 people OR
- with 3 or more generations (e.g., grandparents, parents, grandchildren) OR
- with distant relatives, such as nephews, nieces, cousins, in-laws, etc. OR
- where not everyone is related to each other OR
- where someone has moved in or out recently

Call Kevin at: 301-763-4979 and mention “Family”

(Interviews can be held at a location convenient to you - Census Headquarters in Suitland, MD, at your home, or some other place such as a nearby library).

CENSUS FAMILY STUDY: 301-763-4979

csm.participate@census.gov

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csm.participate@census.gov

APPENDIX D: 2020 Census paper form used in UYC pilot test



OMB No. xxx-xxxx; Approval Expires xx/xx/xxxx

**United States
Census
2020**

**This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.**

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

FOR
OFFICIAL
USE ONLY

Start here OR go online at XXXX.XXXX.gov to complete your 2020 Census questionnaire.

Use a blue or black pen.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at XXXX.XXXX.gov or call the number on page 8.

The census must also include people without a permanent place to live, so:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark ☒ all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home — Mark ☒ ONE box.

- ☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number?

We will only contact you if needed for official Census Bureau business.

Telephone Number

-

-

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Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? *Print name below.*

First Name MI

Last Name(s)

6. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Print numbers in boxes.
Age on April 1, 2020 Month Day Year of birth
 years

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
☐ Yes, Mexican, Mexican Am., Chicano
☐ Yes, Puerto Rican
☐ Yes, Cuban
☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.*

9. What is Person 1's race?

Mark ☒ one or more boxes **AND** print origins.

☐ White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.*

☐ Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

☐ Chinese

☐ Vietnamese

☐ Native Hawaiian

☐ Filipino

☐ Korean

☐ Samoan

☐ Asian Indian

☐ Japanese

☐ Chamorro

☐ Other Asian – *Print, for example, Pakistani, Cambodian, Hmong, etc.*

☐ Other Pacific Islander – *Print, for example, Tongan, Fijian, Marshallese, etc.*

☐ Some other race – *Print race or origin.*

10. Is Person 1 a citizen of the United States?

☐ Yes, born in the United States

☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

☐ Yes, born abroad of U.S. citizen parent or parents

☐ Yes, U.S. citizen by naturalization – *Print year of naturalization.*

☐ No, not a U.S. citizen

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.



1. Print name of Person 2		
First Name	MI	
<input type="text"/>	<input type="text"/>	
Last Name(s)		
<input type="text"/>		
2. Does this person usually live or stay somewhere else? Mark <input checked="" type="checkbox"/> all that apply.		
<input type="checkbox"/> No		
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, with a parent or other relative	
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, at a seasonal or second residence	
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, in a jail or prison	
<input type="checkbox"/> Yes, in a nursing home	<input type="checkbox"/> Yes, for another reason	
3. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Opposite-sex husband/wife/spouse	<input type="checkbox"/> Father or mother	
<input type="checkbox"/> Opposite-sex unmarried partner	<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Same-sex husband/wife/spouse	<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Same-sex unmarried partner	<input type="checkbox"/> Son-in-law or daughter-in-law	
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative	
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roommate or housemate	
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Foster child	
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Other nonrelative	
4. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Male <input type="checkbox"/> Female		
5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.		
Print numbers in boxes.		
Age on April 1, 2020	Month Day Year of birth	
<input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.		
6. Is this person of Hispanic, Latino, or Spanish origin?		
<input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin		
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano		
<input type="checkbox"/> Yes, Puerto Rican		
<input type="checkbox"/> Yes, Cuban		
<input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. <input type="text"/>		
7. What is this person's race? Mark <input checked="" type="checkbox"/> one or more boxes AND print origins.		
<input type="checkbox"/> White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. <input type="text"/>		
<input type="checkbox"/> Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. <input type="text"/>		
<input type="checkbox"/> American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. <input type="text"/>		
<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input checked="" type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>		
<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>		
<input type="checkbox"/> Some other race – Print race or origin. <input type="text"/>		
8. Is this person a citizen of the United States?		
<input type="checkbox"/> Yes, born in the United States		
<input type="checkbox"/> Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas		
<input type="checkbox"/> Yes, born abroad of U.S. citizen parent or parents		
<input type="checkbox"/> Yes, U.S. citizen by naturalization – Print year of naturalization. <input type="text"/>		
<input type="checkbox"/> No, not a U.S. citizen		
→ If more people were counted in Question 1 on the front page, continue with Person 3 on the next page.		



1. Print name of Person 3		
First Name	MI	
<input type="text"/>	<input type="text"/>	
Last Name(s)		
<input type="text"/>		
2. Does this person usually live or stay somewhere else?		
Mark <input checked="" type="checkbox"/> all that apply.		
<input type="checkbox"/> No		
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, with a parent or other relative	
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, at a seasonal or second residence	
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, in a jail or prison	
<input type="checkbox"/> Yes, in a nursing home	<input type="checkbox"/> Yes, for another reason	
3. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Opposite-sex husband/wife/spouse	<input type="checkbox"/> Father or mother	
<input type="checkbox"/> Opposite-sex unmarried partner	<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Same-sex husband/wife/spouse	<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Same-sex unmarried partner	<input type="checkbox"/> Son-in-law or daughter-in-law	
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative	
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roommate or housemate	
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Foster child	
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Other nonrelative	
4. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Male	<input type="checkbox"/> Female	
5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.		
Print numbers in boxes.		
Age on April 1, 2020	Month Day Year of birth	
<input type="text"/> years	<input type="text"/>	
→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.		
6. Is this person of Hispanic, Latino, or Spanish origin?		
<input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin		
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano		
<input type="checkbox"/> Yes, Puerto Rican		
<input type="checkbox"/> Yes, Cuban		
<input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. <input type="text"/>		
7. What is this person's race?		
Mark <input checked="" type="checkbox"/> one or more boxes AND print origins.		
<input type="checkbox"/> White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. <input type="text"/>		
<input type="checkbox"/> Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. <input type="text"/>		
<input type="checkbox"/> American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. <input type="text"/>		
<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>		
<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>		
<input checked="" type="checkbox"/> Some other race – Print race or origin. <input type="text"/>		
8. Is this person a citizen of the United States?		
<input type="checkbox"/> Yes, born in the United States		
<input type="checkbox"/> Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas		
<input type="checkbox"/> Yes, born abroad of U.S. citizen parent or parents		
<input type="checkbox"/> Yes, U.S. citizen by naturalization – Print year of naturalization. <input type="text"/>		
<input type="checkbox"/> No, not a U.S. citizen		



1. Print name of Person 4		
First Name	MI	
<input type="text"/>	<input type="text"/>	
Last Name(s)		
<input type="text"/>		
2. Does this person usually live or stay somewhere else? Mark <input checked="" type="checkbox"/> all that apply.		
<input type="checkbox"/> No		
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, with a parent or other relative	
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, at a seasonal or second residence	
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, in a jail or prison	
<input type="checkbox"/> Yes, in a nursing home	<input type="checkbox"/> Yes, for another reason	
3. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Opposite-sex husband/wife/spouse	<input type="checkbox"/> Father or mother	
<input type="checkbox"/> Opposite-sex unmarried partner	<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Same-sex husband/wife/spouse	<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Same-sex unmarried partner	<input type="checkbox"/> Son-in-law or daughter-in-law	
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative	
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roommate or housemate	
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Foster child	
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Other nonrelative	
4. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Male <input type="checkbox"/> Female		
5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.		
Print numbers in boxes.		
Age on April 1, 2020	Month Day Year of birth	
<input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.		
6. Is this person of Hispanic, Latino, or Spanish origin?		
<input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin		
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano		
<input type="checkbox"/> Yes, Puerto Rican		
<input type="checkbox"/> Yes, Cuban		
<input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. <input type="text"/>		
7. What is this person's race? Mark <input checked="" type="checkbox"/> one or more boxes AND print origins.		
<input type="checkbox"/> White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. <input type="text"/>		
<input type="checkbox"/> Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. <input type="text"/>		
<input type="checkbox"/> American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. <input type="text"/>		
<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input checked="" type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>		
<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>		
<input type="checkbox"/> Some other race – Print race or origin. <input type="text"/>		
8. Is this person a citizen of the United States?		
<input type="checkbox"/> Yes, born in the United States		
<input type="checkbox"/> Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas		
<input type="checkbox"/> Yes, born abroad of U.S. citizen parent or parents		
<input type="checkbox"/> Yes, U.S. citizen by naturalization – Print year of naturalization. <input type="text"/>		
<input type="checkbox"/> No, not a U.S. citizen		
→ If more people were counted in Question 1 on the front page, continue with Person 5 on the next page.		



1. Print name of Person 5		
First Name	MI	
<input type="text"/>	<input type="text"/>	
Last Name(s)		
<input type="text"/>		
2. Does this person usually live or stay somewhere else?		
Mark <input checked="" type="checkbox"/> all that apply.		
<input type="checkbox"/> No		
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, with a parent or other relative	
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, at a seasonal or second residence	
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, in a jail or prison	
<input type="checkbox"/> Yes, in a nursing home	<input type="checkbox"/> Yes, for another reason	
3. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Opposite-sex husband/wife/spouse	<input type="checkbox"/> Father or mother	
<input type="checkbox"/> Opposite-sex unmarried partner	<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Same-sex husband/wife/spouse	<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Same-sex unmarried partner	<input type="checkbox"/> Son-in-law or daughter-in-law	
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative	
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roommate or housemate	
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Foster child	
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Other nonrelative	
4. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.		
<input type="checkbox"/> Male	<input type="checkbox"/> Female	
5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.		
Print numbers in boxes.		
Age on April 1, 2020	Month Day Year of birth	
<input type="text"/> years	<input type="text"/>	
→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.		
6. Is this person of Hispanic, Latino, or Spanish origin?		
<input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin		
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano		
<input type="checkbox"/> Yes, Puerto Rican		
<input type="checkbox"/> Yes, Cuban		
<input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. <input type="text"/>		
7. What is this person's race?		
Mark <input checked="" type="checkbox"/> one or more boxes AND print origins.		
<input type="checkbox"/> White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. <input type="text"/>		
<input type="checkbox"/> Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. <input type="text"/>		
<input type="checkbox"/> American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. <input type="text"/>		
<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>		
<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>		
<input type="checkbox"/> Some other race – Print race or origin. <input type="text"/>		
8. Is this person a citizen of the United States?		
<input type="checkbox"/> Yes, born in the United States		
<input type="checkbox"/> Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas		
<input type="checkbox"/> Yes, born abroad of U.S. citizen parent or parents		
<input type="checkbox"/> Yes, U.S. citizen by naturalization – Print year of naturalization. <input type="text"/>		
<input type="checkbox"/> No, not a U.S. citizen		



1. Print name of Person 6	
First Name	MI
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
Last Name(s)	
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
2. Does this person usually live or stay somewhere else? Mark <input checked="" type="checkbox"/> all that apply.	
<div><div><input type="checkbox"/> No</div><div><input type="checkbox"/> Yes, for college</div><div><input type="checkbox"/> Yes, for a military assignment</div><div><input type="checkbox"/> Yes, for a job or business</div><div><input type="checkbox"/> Yes, in a nursing home</div><div><input type="checkbox"/> Yes, with a parent or other relative</div><div><input type="checkbox"/> Yes, at a seasonal or second residence</div><div><input type="checkbox"/> Yes, in a jail or prison</div><div><input type="checkbox"/> Yes, for another reason</div></div>	
3. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.	
<div><div><input type="checkbox"/> Opposite-sex husband/wife/spouse<input type="checkbox"/> Opposite-sex unmarried partner<input type="checkbox"/> Same-sex husband/wife/spouse<input type="checkbox"/> Same-sex unmarried partner<input type="checkbox"/> Biological son or daughter<input type="checkbox"/> Adopted son or daughter<input type="checkbox"/> Stepson or stepdaughter<input type="checkbox"/> Brother or sister</div><div><input type="checkbox"/> Father or mother<input type="checkbox"/> Grandchild<input type="checkbox"/> Parent-in-law<input type="checkbox"/> Son-in-law or daughter-in-law<input type="checkbox"/> Other relative<input type="checkbox"/> Roommate or housemate<input type="checkbox"/> Foster child<input type="checkbox"/> Other nonrelative</div></div>	
4. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.	
<div><input type="checkbox"/> Male</div> <div><input type="checkbox"/> Female</div>	
5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.	
Print numbers in boxes.	
Age on April 1, 2020	Month
<div><div></div><div></div><div></div><div></div><div></div><div></div></div> years	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Day	Year of birth
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.	
6. Is this person of Hispanic, Latino, or Spanish origin?	
<div><input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin</div> <div><input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano</div> <div><input type="checkbox"/> Yes, Puerto Rican</div> <div><input type="checkbox"/> Yes, Cuban</div> <div><input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ↴</div>	



Use this section to complete information for the rest of the people you counted in Question 1 on the front page.
We may call for additional information about them.

Person 7

First Name MI Last Name(s)

Sex ☐ Male ☐ Female Age on April 1, 2020 years Date of Birth Month Day Year of birth Related to Person 1? ☐ Yes ☐ No

Person 8

First Name MI Last Name(s)

Sex ☐ Male ☐ Female Age on April 1, 2020 years Date of Birth Month Day Year of birth Related to Person 1? ☐ Yes ☐ No

Person 9

First Name MI Last Name(s)

Sex ☐ Male ☐ Female Age on April 1, 2020 years Date of Birth Month Day Year of birth Related to Person 1? ☐ Yes ☐ No

Person 10

First Name MI Last Name(s)

Sex ☐ Male ☐ Female Age on April 1, 2020 years Date of Birth Month Day Year of birth Related to Person 1? ☐ Yes ☐ No

Thank you for completing your 2020 Census questionnaire.

FOR OFFICIAL USE ONLY

JIC1 JIC2

If your enclosed postage-paid envelope is missing,
please mail your completed questionnaire to:

U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132

If you need help completing this questionnaire, call toll-free 1-844-330-2020, Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

TDD — Telephone display device for the hearing impaired. Call toll-free 1-844-467-2020, Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

The U.S. Census Bureau estimates that completing the questionnaire will take 10 minutes on average. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCM-2H174, 4600 Silver Hill Road, Washington, DC 20233. You may email comments to <2020.census.paperwork@census.gov>. Use "Paperwork Reduction Project xxxx-xxxx" as the subject.

This collection of information has been approved by the Office of Management and Budget (OMB). The eight-digit OMB approval number XXXX-XXXX confirms this approval. If this number were not displayed, we could not conduct the census.

APPENDIX E: Undercount of Young Children Cognitive Testing Protocol

1. Introduction

Hello, my name is _____ and I work for the Census Bureau. Thank you very much for helping us out today. *[Make small talk; ask about any trouble finding the interview location or, if in their home, make some compliments and thank them for allowing you to come to their home].*

[If applicable: Before we get started let me mention that there are some observers watching the interview in another room. They are only watching to get an idea of how the questions in the survey we are going to talk about are working.]

Let me start by telling you a little bit about what we're doing here. Every 10 years the Census Bureau conducts a head count and it is extremely important that this be as accurate as possible. So we turn to people like you to find out if our questions make sense and are easy to understand and answer.

2. Confidentiality

The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say and only the researchers directly involved in the project will have access to your personal information. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations. Your participation in this study is completely voluntary. You can refuse to answer or skip over any particular questions. If at any time you decide you do not want to go on, that is your choice and you may stop. Please feel free to ask me any questions at any time.

3. Audio Recording

I'd like to ask for your permission to audio record the session today. The main reason we record these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview.

- *If the participant does not want to be recorded but is willing to do the interview, continue.*

4. Written Consent Form

Before we start, I'm going to give you a written consent form. [*Hand the informed consent document to the participant*].

This document explains the purpose of the study and how we will protect your information.

[*After respondent signs*]: Thank you for signing the consent form. I will also sign this form to show that I agree to everything in the form.

- *Ask participant if (s)he has any questions about the consent form.*
- *If participant agrees, obtain the respondent's signature; interviewer should also sign the form*
- *If participant requests it, both participant and interviewer sign a second copy and give one to the participant to keep.*

5. Verbal Consent on Recording

If participant provides consent to have the session audio-taped:

I'm going to turn on the recorder now, and once it is on, I'm going to ask for your permission to record today, and then we will get started.

Turn on recorder, ask for permission to audio record, and begin the interview.

OK, let's begin.

******* SECTION A: PAST EXPERIENCE WITH THE CENSUS *******

Let me start by asking whether you remember ever doing the census -- getting a census form in the mail, a census-taker at your doorstep or anything like that? [If nothing probe: the last time would have been around March or April of 2010 – anyone remember? How about 2000?]

- Let's talk about those experiences with the census.
 - Do you remember – was it a paper form, a census-taker at the door, did someone call in to the census, or something else?
 - How did you become aware of the census form/census taker? [Do you remember the census form sitting around the kitchen table, and interviewer at the door, etc?]
- Do you remember who filled out the form in your household? Was it you, or someone else? Do you remember how it was decided who would complete the census? Or was there no discussion and someone just did it?
- Thinking about the upcoming census, if it was happening today, and you received the form in the mail, would you or someone else be the person who would fill this form out?
- How do you think that will get decided (the person who fills out the form for the household?)
- [If not self] How is that person related to you?

******* SECTION B: THE CENSUS FORM *******

First, I'll ask you to go through the Census form and fill it out as if it was the real thing, and then we'll go through it one section at a time. I'm mainly interested in how you interpret the questions and instructions, whether you found it easy or difficult to understand, and how you decided on your answers.

There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that we can learn how to make the questions work for everyone.

[ALLOW ABOUT 5 MINUTES TO FILL OUT 8-PAGE FORM]

Great. Now let's go through the form one part at a time, and you can tell me what you wrote down and why. Sometimes I will ask you if you noticed or read certain parts of the form. Please don't feel I'm accusing you of anything!

- These forms have a lot of detail to try and capture all situations for all people, but we know not everything applies to everyone.
- And we know everyone has their own way of going about these kinds of forms.

So if I ask if you read something don't be afraid to say if you didn't – I won't take it personally! In fact it will help us understand whether our instructions are useful or if they could be improved.

***** QUESTION 1 *****

Let's start with Question 1 [point to and read Q1 verbatim together with participant]. You wrote down [X] people.

- How did you come up with that number?
- What was going through your mind when you thought about who to include?
- What about who NOT to include?
- When you were thinking about who to include, did you think about how people are related to each other? [If so, what made you think about relatives?]
- Did you have any doubt or questions about who to include or exclude?
 - Was there something about the form that you found confusing or made you have doubts? [*If needed:* What was it about the form – the question wording, the instructions, something else?]
 - Is there something about the living situation at your residence that made it difficult to know who to include or exclude? [*If needed:* Can you walk me what you were thinking as you were counting people, and tell me where you had difficulty?]

***** QUESTION 2 *****

Question 2 asks about “additional” people [*point to and read Q2 verbatim together with participant*].

- What was your first reaction to this question?
- Can you tell me in your own words what this question means to you?
- How did you decide whether to check any of the boxes (or not to)?

- [*Probe on each response category checked*]
 - What does [*response category text*] mean to you?
 - Why did you check the box in Q2 but did not include that/those person/people in your original answer to Q1?

- Let’s look at this instruction [*point to the ‘Mark all the apply’*]. What does that mean to you?

- Let’s talk about the phrase “staying here on July 1, 2019”
 - Can you tell me, in your own words, what that phrase means? What are some examples of what you think we mean by someone “staying here on July 1, 2019”?
 - Now let’s talk about the date.
 - July 1 is what we call “Census Day.” We need to count everyone once and only once, in the right place. To do that, we pick a day so we can get a snapshot of the population at a particular point in time.
 - Now that I’ve explained that, would you answer Q1 or Q2 any differently? Why/why not?
 - [*If participant talks about anyone with an ambiguous situation (e.g., goes back and forth between multiple households) probe on how they decided whether to include the person and whether “Census Day” was part of that decision*].

***** PERSON 1 *****

Now let's talk about each person you listed on the form, starting with what we call "Person 1." *[point to the First/Last Name fields for Q3].* You wrote down [yourself/NAME].

- Why did you list [yourself/that person] as Person 1?
- Was there another person you considered listing as Person 1?
- *[Open probing on who Person 1 is, if it's not the respondent]*
 - What is your relationship to this person? *[probe if necessary: is this person a relative, landlord, friend, or something else?]*
 - How did you decide that [NAME] is "living" at the house/apt/mobile home?
- *[Point to and read instructions for Q3 about owning/renting]:*
 - Did you notice these instructions?
 - Can you tell me in your own words what you think we mean?
 - *[If this didn't come out yet, probe on who actually owns/rents in their house and whether Person 1 is an owner/renter]*

***** PERSON 2 *****

Now let's talk about Person 2

***** Q1: Name *****

[Point to the First/Last Name fields for Person 2/Q1].

- How did you decide who to list here?
- How is [NAME] related to you? [*probe if necessary*: is this person a relative, landlord, friend, or something else?]

***** Q2: Live/Stay Elsewhere *****

[Point to and read Person 2/Q2 verbatim together with respondent]

- How did you decide on your answer?
- What about that phrase “usually live or stay” – can you tell me in your own words what that question is asking?
- [*If Q2 was Yes*] Can you tell me more about Person 2's living situation – where else they sometimes live or stay, how often they go somewhere else...?
- Now let's look at each of these answer categories [*point to them*]. Did you read or skim when you first answered the question?
- [*Read all categories verbatim together with respondent*]
- What do you think we are asking with all these situations – college, military, nursing homes and so on?

***** Q3: Relationship to Person 1 *****

- [*If respondent is NOT Person 1*]: Do you think [Person 1] would have answered this question the same way you did? That is, you selected [category X] for how Person 2 is related to [Person 1]. How certain do you feel that if [Person 1] was filling out the form, they would also select [category X]?

[Point to and read Person 2/Q3 verbatim together with respondent]

- How did you decide on your answer?
- [*Open probing on relationship between RESPONDENT and Person 1 and Person 2, as needed*]
- When you first looked at the answer choices, did you read through them all, or skim them, or stop when you found the one you wanted, or something else?

******* REPEAT for PERSONS 3-5 *******

- After you finished answering questions for each person (up to Person 5) about sex, age, race, etc., there was an instruction at the bottom right (shown below).
 - Did you notice this instruction?
 - How did you decide where to go on the form after you finished questions for Person X?
 - Did you remember how many people you had listed in Question 1, or did you have to go back and look?

***** PERSONS 6-9 *****

IF RESPONDENT IS FROM A HOUSEHOLD OF 6 OR MORE PEOPLE:

- When you finished the questions for Person 5, what did you do next?
 - Did you flip the page?
 - What were your first impressions of the next page? (point to and review, together, the last page, with Persons 6-9)
 - Who did you write down as Person 6? Why?
 - [Repeat for Persons 7-9 as needed]

IF RESPONDENT IS FROM A HOUSEHOLD OF MORE THAN 9 PEOPLE:

- When you finished the questions for Person 9, what did you do next?
- [If needed: Did you look for instructions? On what page?]
- If this were the real Census, what do you think you would do to indicate to the Census that there were more than 9 people?

ALL RESPONDENTS:

- How did you decide what order to write down each person [if needed: for example, did you go from oldest to youngest, or go room by room in the house, or one family at a time, or use some other way?]
- As you were answering questions about each person, did you ever refer back to the number of people you first wrote down in Q1?
- Did you ever think about changing that number?
 - [If yes] How – by reducing or increasing it?
 - What made you think about changing the number?
 - Tell me more about:
 - who you first included in the count and then decided not to write down on the form.
 - Anyone you did not initially include in the count but decided to write down on the form.

***** SECTION C: VIGNETTES *****

Now let's talk about other situations – not your own household.

***** **Grounded** *****

1. If any situation came up in the interview so far that is ambiguous use that and/or adjust as needed so the participant is building off of real experience.
2. If not: Let's go back to the flyer you may have seen advertising the study, where we said:
You may be eligible if you live ...

- **with at least 4 people OR**
- **with 3 or more generations (e.g., grandparents, parents, grandchildren) OR**
- **with distant relatives, such as nephews/nieces, cousins, great grandchildren, etc. OR**
- **where not everyone is related to each other OR**
- **where someone has moved in or out recently**

Can you think of any household like that – any neighbors, friends, family, etc? [If yes]:

- First try to think of who within that household would be the one to fill out the form for everyone.
- Then try to put yourself in their shoes.
- To save time, I won't ask you to fill out the real form; just try and talk me through who you think they would write down on the Census form for Person 1, Person 2 and so on.
- [*Probe on who they wrote down and why*]

***** **Hypothetical** *****

Now I'll go through some scenarios of other households and ask you to walk me through who you would include on the Census form and why for each one ok?

- A. Woman in her 40s lives with her two teenage children. They have a spare room in the basement and need extra money, so they rent out the room to someone they found on Craigslist, and the renter lives there with her baby.
- B. Woman in her 60s lives with her adult son. The son has an on-again/off-again girlfriend and she has a toddler, and the girlfriend and toddler have been homeless off and on. They stay a week or two with the sometimes-boyfriend and his mother, or sometimes with other friends at a different address, or sometimes at a shelter and they have no other place to stay. They are staying with the sometimes-boyfriend and his mother when the Census form arrives at the household.
- C. Man in his 60s lives with his nephew and his nephew's girlfriend. The girlfriend has a toddler, and on weekends the toddler stays with her biological father, who lives a few blocks away.
- D. A couple in their 60s have a daughter who is a single mom with a young son. She has drug addiction issues and comes and goes – sometimes staying with her parents, sometimes at her own apartment, and sometimes at her boyfriend's apartment. Her parents take care of her son most of the time, hoping she will get clean and come back to raise him.

***** SECTION D: “START HERE” INSTRUCTIONS *****

At the very beginning of the form, before the first real question, there’s a set of instructions that looks like this [point to and read instructions verbatim together with participant].

- Did you see those instructions?
- Did you read them, or skim them?
- Why or why not?

- Now let’s talk about the content of the instructions. The first part asks you to count:
“people living in this house, apartment or mobile home.”
- What do you think we mean by that phrase?
- Let’s talk about the actual dwelling.
 - Can you briefly walk me through all the rooms in the “house, apartment or mobile home” that you had in mind when you were filling out the form?
 - Why did you include each of those rooms?
 - Are there any spaces you excluded, such as a basement, garage, attic or some other space where a person could stay, even if it’s only very temporary?

- The next instruction says to:
“Count all people, including babies, who live and sleep here most of the time”
- What do you think we mean by that?
- [If needed]: What about phrase: “live and sleep here most of the time”? What does that mean to you?
- Is there anyone who sleeps at your [house/apt] sometimes?
- [if so] How did you decide whether to count that person or not?

- Next is an instruction about **“...people without a permanent place to live”**
 - What do you think we mean by that? Can you give me some examples of what you think we mean by people who don’t have a permanent place to live?
 - Can you think of anyone in your life who doesn’t have a permanent place to live?
 - [if yes]: Can you think of who might include that person on their Census form?
 - If that person was staying with you on July 1 would you write them down on your Census form? Why/why not?

- [If not covered already]: Next is an instruction about **“institutions and other places.”** [point to and read instructions verbatim together with participant].
 - Can you tell me in your own words what this part of the instructions means?
 - Let’s talk about the first part – people in **college or the Armed Forces.**
 - How do you think those people would be included in the Census?
 - [If respondent says any household member is in college or Armed Forces]:
Did you include them on your Census form? How did you decide to do that?
 - Now let’s talk about the next part – people in a **nursing home, jail, etc.**
 - How do you think those people would be included in the Census?
 - [If respondent says any household member is in nursing home, jail, etc.] Did you include them on your Census form? How did you decide that? What about the date of July 1 – do/did you know where that person would actually be on July 1?
 - Finally is the instruction to **“leave these people off our questionnaire...”**
 - Can you tell me in your own words what that instruction means?
 - How do you think those people will be included in the Census?

***** SECTION E: ALTERNATIVE WORDING *****

- Now that we've talked through the form, and your real living situation, and what the form is supposed to capture, let's talk about any ideas you might have for how we could change the form to make it better.
- What about that very first question [Page 1/Q1 on PopCount]
 - Is there a different way we could ask about people "living or staying" here?
 - What about the words "house, apartment or mobile home"? Are there other words we could use that would help you understand what we are asking about?
 - When you think about all the people you would list of the form, are there any words you'd use to describe that group? [if needed, prompt with some possible alternatives...
 - What does the term "household" mean to you?
 - What about "family"?
 - What about "everyone under this roof"?
- After we ask about how many people, next we ask about "**additional people**" and we describe the types of people that respondents sometimes forget or aren't sure about [Page 1/Q2]
 - Are there different ways we could describe the kinds of people you might not be sure "belong" on your census form?
 - What words or phrases or descriptions of those kinds of people would you use?
- Once we ask you to list actual names we give you instructions about "**Person 1...who pays the rent or owns the residence.**"
 - What kind of person do you think we should start with? [Prompt if needed:
 - the person filling out the form?
 - The "head of household"?

APPENDIX F: Undercount of Young Children Focus Group Moderator Guide

A. INTRODUCTION (10 min.)

- Good afternoon and thank you all for taking the time to come out and share your thoughts and opinions. First a couple house-keeping items:
 - Please silence your cell phones
 - We have 60 minutes together.
 - Snacks are on the table.
 - Restrooms are right across the hall; feel free to take a break anytime during our session
- Now I want to mention a few things about our discussion:
 - As the moderator my job is to listen to you and encourage conversation; I have no stake in the opinions you share, and no judgments. So please speak freely.
 - There are no right or wrong answers; it is your thoughts, opinions and perceptions that matter in here.
 - Your participation is voluntary, and you don't have to answer any question you don't want to.
 - That said, you are here because your opinions are very important, and I do hope to hear from everyone at some point today.
 - Also, the goal of our conversation is not necessarily to agree with one another or come to a consensus; it's just to hear from each of you about your personal opinions and experiences. So if you disagree with something that is shared, or agree, or somewhere in-between, I'd really like to get your perspective.
 - Everything you share will be kept among the research team, and you will not be personally identified in any reports we prepare based on our conversation. We also ask that we all respect the privacy of everyone in the room, and that you don't share what is discussed with others.
 - To help me remember what's been said, and not miss anything, we will be recording and transcribing this session. This will help me focus on the conversation without being distracted by taking notes. Any information that could identify you personally will be removed from the transcripts, and the recordings and transcripts will be destroyed when the report is complete.
- Some of my team members are here observing me so that we can all learn from the session and coach each other. [Introduce observers to the group]. They're going to sit in the next room for space reasons.
- I think that's just about everything in terms of an introduction.
- Any questions?

Okay, let's get started by introducing ourselves to each other. Please tell us: (1) your first name, (2) how long you have lived in (name the city or town). [Moderator introduce self; then invite others to do the same]. Great, very glad to meet all of you.

[TURN ON RECORDER]

B. Past Experience with the Decennial Census (5 minutes)

- The topic of our discussion is the 2020 Census.
- Let me start by asking: does anyone here remember ever doing the census -- getting a census form in the mail, a census-taker at your doorstep or anything like that? [If nothing probe: the last time would have been around March or April of 2010 – anyone remember? How about 2000?]
- Let's talk about those experiences with the census.
 - Do you remember – was it a paper form, a census-taker at the door, did someone call in to the census, or something else?
 - How did you become aware of the census form/census taker? [Do you remember the census form sitting around the kitchen table, and interviewer at the door, etc?]
 - Let's talk about who filled out the form in your household. Was it you, or someone else? Do you remember how it was decided who would complete the census? Or was there no discussion and someone just did it?
 - [other topics?]
- Ok great. Thanks for sharing that -- this gives us a little real experience to help focus the discussion.

C. Within-household Negotiation Over Who Fills Out Form (10 minutes)

- Thinking about the upcoming census, if it was happening today, and you received the form in the mail, would you or someone else be the person who would fill this form out?
- How do you think it would get decided – the person who would do the census for the household?
- [If not self] How is that person related to you?
- How is [that person/you] related to others in the household?
- How well does [this person/you] know the others in the household?

D. ACTIVITY: Filling Out the Census Form/Questionnaire (25 minutes)

NOTE: Depending on the timing of the focus groups, mock up the “Census Day” date on the form to mimic the rough time frame of the real census. For example, if the focus groups are being held in June, 2019, mock up the forms to say “June 1, 2019” instead of “April 1, 2020.”

- Next we'll do an activity. I'd like you to pretend that you received the Census 2020 form in the mail and you are the one to fill it out on behalf of your household.
- Please open your folder and take out the form that looks like this [hold up Census 2020 form]. Take about 10 minutes to fill out the form as if you were doing it at home. Please try to make it as realistic as you can just like if you were at home.
- When you're finished we'll talk through how you answered and why, and whether any questions came up for you as you were filling it out.
- And please: DON'T WORRY! There are no right or wrong answers. We just want you to go through the form in a way that is as realistic as possible. If there are any questions that you're not sure about, or anything you find confusing or have doubts about, please just make a note to yourself on the form itself and we'll talk about that as a group.

POPULATION COUNT

Q1: Let's start with Question #1, on the first page, at the bottom left. Everyone see that?

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

- [Open probing; go around the table and try to draw out each person to contribute. Try to avoid getting in to specific individuals (that will come later) and focus on general concepts]
 - What number did you put here in the boxes? Tell me more about how you decided on that number?
 - Let's talk about how you decided if someone should be included in the count or not. Did you come up with any "rules" to use?
 - Are there individuals who you were unsure about – whether to count them or not? Why did you end up deciding to include or not include them in the total count?

ADDITIONAL PEOPLE

Q2: Next, on the right-hand panel, is the question about any “additional” people. Does everyone see that?

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark ☒ all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

- What boxes did you mark?
- [If any boxes are checked]:
 - Why did you check that/those boxes?
 - Tell me more about the person/people you thought of who were “staying here” on [date]?
 - Did you think of them when you were answering Q1 – about the total number of people “living or staying” here? Why or why not?

PERSON 1

Q3: And just below that, on the right, is a question about “Person 1”

Person 1

3. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? *Print name below.*

First Name MI

--	--	--

Last Name(s)

--

- Who did you all write down for “Person 1”?
- Why did you choose that person?
- Let’s take a look at the whole question. Just above the space for First/Last Name the question asks “What is Person 1’s name?” Above that are some instructions starting with “Please provide information...”
 - Did anyone read the part as you were filling it out?
 - What do you think it was asking you to do?
- Let’s talk about that phrase “someone living here who pays the rent or owns this residence”:
 - Can someone tell me in their own words what that means to you?
 - Was it was easy or hard to understand? Why?
 - What if more than one person rents/owns the residence – how would you decide who to write down as “Person 1”?

PERSON 2

Q1: At the bottom right of Page 2 is an instruction about Person 2. Everyone see that?

- Did anyone notice this?
- What is this instruction asking you to do, in your own words?
- Was it easy or hard to decide who to list as Person 2?

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

1. Print name of **Person 2**

First Name MI

--	--

Last Name(s)

--

- How did you all decide who to list as Person 2?
- How knowledgeable is Person 1 about Person 2?

Q2: Next is a question asking whether the person lives/stays somewhere else. Everyone see that?

2. Does this person usually live or stay somewhere else?

Mark ☒ all that apply.

<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, for college</p> <p><input type="checkbox"/> Yes, for a military assignment</p> <p><input type="checkbox"/> Yes, for a job or business</p> <p><input type="checkbox"/> Yes, in a nursing home</p>	<p><input type="checkbox"/> Yes, with a parent or other relative</p> <p><input type="checkbox"/> Yes, at a seasonal or second residence</p> <p><input type="checkbox"/> Yes, in a jail or prison</p> <p><input type="checkbox"/> Yes, for another reason</p>
--	--

- Did anyone check “no”? Why?
- Did anyone check “yes”? Why?
- Did you have any doubts about how to mark this question?
- Was it easy or hard to respond?
- Which of the individual categories was easy or hard to understand?

Q3: Asks how Person 2 is related to Person 1

- How did you all decide what to check here?
- What kinds of questions came up for you?
- Was it easy or hard? Why?

3. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Opposite-sex husband/wife/spouse | <input type="checkbox"/> Father or mother |
| <input type="checkbox"/> Opposite-sex unmarried partner | <input type="checkbox"/> Grandchild |
| <input type="checkbox"/> Same-sex husband/wife/spouse | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Same-sex unmarried partner | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Roommate or housemate |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Foster child |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Other nonrelative |

PERSONS 3 thru End

[Repeat Person 2 series for remaining household members that participants listed on the form].

- Now let's just talk about who got listed and who did not.
 - Is there anyone you did not list that you think possibly should have been listed? [probe who; why]
 - What about people who may come and go through the household – that is, people who have other places to stay, but sometimes stay at this household?
 - How about babies and young children of parents who may sometimes stay other places, not just this household?
 - [If anyone mentions young children probe as much as possible on why they did or did not include them; invite group discussion on the situation and solicit other opinions]
- Talk about how closely (or not closely) related you are to other household members.
 - Is everyone related?
 - If so, is it immediate family or more distant relatives?
 - If there are non-relatives, your friends or is it more of a roomer/boarder situation?
 - Is there a mix of relatives and non-relatives?
- Do you think the names of people you listed on the form in the exercise would be different if someone else in the household was filling out the form? [probe on why]
- What would you do if there were more than 10 people?

DEBRIEFING and ALTERNATIVE WORDING

- Ok thanks for sharing all that.
- Now that we've talked through the questions on the form and your interpretations, and what your real living situation is, let's just talk about different ways we could do things to better capture the situation where you live.
- What about that very first question that asks:

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

- Is there a different way we could ask about people “living or staying” here?
- What about the words “house, apartment or mobile home”? Are there other words we could use that would help you understand what we are asking about?
- When you think about all the people you would list of the form, are there any words you'd use to describe that group? [if needed, probe:
 - What does the term “household” mean to you?
 - What about “family”?
 - What about “everyone under this roof”?
- After we ask about how many people, next we ask about “additional people” and we describe the types of people that respondents sometimes forget or aren't sure about:

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark ☒ all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

- Are there different ways we could describe the kinds of people you might not be sure “belong” on your census form? What words or phrases or descriptions of those kinds of people would you use?

E. Census Knowledge (10 minutes)

- Now that we've talked about everyone's actual household situation, let's talk about your general perceptions about the census.
- How many Census forms do you think will be mailed to each household – one for each house or apartment; one for each family; one for each adult; one for each person, including children?
- Do you think you are supposed to list everyone, regardless of age, on the census form, or only adults? If you have any uncertainty at all please tell me more about that – what is your perception of who to list on the form and why.
- Let's talk more about children. Do any questions or issues come up for you, such as...
 - Do you wonder if a child needs to be a certain age to be included?
 - What about babies?
 - Any reason to worry about others in household learning that you listed (or did not list) a young child?
 - Do you think you would list a child but another household member would not – or other way around? Why would there be differences of opinion among household members about whether to list a child?
 - If you were uncertain about whether to list a child, what would you do? Would you...
 - check Census website or other materials?
 - ask someone for advice? If so who? (another household member; relatives; neighbors; friends)
 - What do you think people in your community think about including young children on the Census form?
 - Do you have any reason to hesitate or fear listing young children? If so, why?
 - What would you need to know to feel comfortable including a young child on the form?
 - If you weren't sure that the person filling out the form for your household included you, or your child, what would you do?

F. ACTIVITY: Messaging (15 minutes)

- Now we'll do one final activity. I'll pass out these forms and ask you to just fill them out and then we'll discuss [Pass out forms in Attachment A].

Attachment A: Messaging Activity

A. Getting Information

1. When it comes to getting news about what's going on around the world, in the country and in your community, where do you turn? [MARK ALL THAT APPLY]
 - ☐ Radio (ethnic?)
 - ☐ TV (ethnic?)
 - ☐ newspapers (ethnic?)
 - ☐ Facebook
 - ☐ Twitter
 - ☐ Instagram
 - ☐ Parenting blogs
 - ☐ Other/specify _____
2. What about individuals? [MARK ALL THAT APPLY]
 - ☐ Family
 - ☐ Friends
 - ☐ Neighbors
 - ☐ Doctors
 - ☐ Teachers
 - ☐ Child care providers
 - ☐ Leaders from your religious community
 - ☐ Other/specify _____
3. What about institutions? [MARK ALL THAT APPLY]
 - ☐ Schools
 - ☐ Churches
 - ☐ Community centers
 - ☐ Social service agencies
 - ☐ Child care centers
 - ☐ Other/specify _____
4. Which of those do you trust – that is, which do you think would be the *most* informed and trustworthy about the census in particular?

B. Paper versus Internet versus In-person Census

5. For the 2020 Census, there will be many options for how to complete it – including a paper form, internet, census-taker at the door and calling in to a help line.
 - ☐ What is your preference for how to complete the census:
 - ☐ Online on a PC
 - ☐ Online on a mobile device

- Paper
 - Calling in to Census
 - Other/specify _____
- If you think someone else will be completing the census, what do you think *their* preference might be?
 - Online on a PC
 - Online on a mobile device
 - Paper
 - Calling in to Census
 - Other/specify _____
6. Do you access the internet from home?
- Yes ➔ 7
 - No ➔ 11
7. Is it on a desktop or on a mobile device such as a phone or tablet?
- Desktop ➔ end
 - Mobile device (phone, tablet, etc.) ➔ 8
 - Other/specify _____ ➔ end
8. Is it YOUR phone/tablet or someone else's?
- My phone/tablet ➔ 10
 - Someone else's phone/tablet ➔ 9
9. Is the person whose phone/tablet it is likely to fill out the Census form for the household?
- Yes ➔ 10
 - No ➔ 10
10. Do you/the person with the phone/tablet have data limits that would make you/them reluctant to fill out the Census online?
- Yes ➔ end
 - No ➔ end
11. Can you get internet access – for example at a library, community center, internet café, or through a friend or neighbor?
- Yes ➔ 12
 - No ➔ end
12. Have you ever gone to one of those places to access the internet?
- Yes ➔ 13
 - No ➔ 13
13. Would you be very likely to go one of those places just to fill out the Census?
- Yes ➔ end
 - No ➔ end

C. Concerns about Data Sharing

- What do you think the Census Bureau does with your data?
- Do you have concerns that the Census Bureau shares your data with other agencies? [If so]...
 - What agencies?
 - What information do you think the Census Bureau shares?
 - What kinds of consequences are you concerned about regarding the Census Bureau sharing data?
- Have you had experiences in the past with a government agency (not necessarily the Census Bureau) sharing your data? [If yes]
 - Can you say more about what happened?
 - What agency/organizations shared your data?
 - What kind of data was it?
 - Who or what agency/organization/company did they share it with?
 - What were the consequences?
- Now let's talk about your perception of the future.
 - Do you think the Census Bureau will maintain the same level of confidentiality as it does now in, say, 5 years? Why or why not?